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ABSTRACT

The Rural Library Training Project has been undertaken to design and implement a basic training curriculum for the staff of rural school and public libraries in Alberta, Canada. The first phase, Planning and Analysis, began on December 1, 1984, and this official report covers activities to April 1, 1985. Phase One addressed the nature of the training needs common to library staff in rural public and school libraries, and began to investigate methods of delivery training to such a thinly distributed population that would be cost-effective, and ways of organizing the resources of many types of institutions into a delivery network to deliver this training effectively. This report presents the results of an extensive survey of the target group, as well as the results of a literature search, discussions with library consultants throughout the province, and a survey of human and materials resources. An 11-page questionnaire designed to elicit data on the demographics of the target group (education background, types and sizes of the libraries in which they work, kinds of services offered, perceived training needs, and preferred learning experiences) was mailed to 246 public librarians and 660 school librarians, and received a 53% response rate. Plans for Phases Two and Three, and a revised budget and timeline are also included. The survey instrument, a selected bibliography, and supporting data are appended. (THC)

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A COOPERATIVE PROJECT

for the

DEVELOPMENT AND DELIVERY OF TRAINING

to

RURAL LIBRARY STAFF ACROSS ALBERTA

FIRST PHASE REPORT

Submitted to:
Program Planning and Development Branch
Alberta Advanced Education

Submitted by:
Southern Alberta Institute of Technology
Grant MacEwan Community College

April 1985

IR051133

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Rural Library Training Project

First Phase Report

Table of Contents

Abstract vii

Introduction and Purpose of Project 1

Phase One

- Procedures 5
- Survey Methodology 9
- Research Results
  - Survey of School and Public Library Staff 13
  - Survey of School Superintendents 29
  - Survey of Library Board Chairpersons 31
  - Survey of Further Education Council Coordinators and Consortia Directors 33
  - Meetings with Library Consultants 35
- Implications and Conclusions 39
- Summary of Phase One Procedures 45

Phase Two/Three

- Specific Objectives 49
- Timeline 51
- Budget 55

Selected Bibliography 59

Human Resources 61

External Evaluation of Phase One ..... following 64

Appendices

Appendix I Library Staff Survey: Frequency Distributions ... A-1

Appendix II Comparison of Responses from Staff in Public, School, and Combined Libraries A-23

Appendix III Comparison of Responses from Staff in Public and School Libraries in Regions and Those Not in Regions A-51

Appendix IV Relationship of Age, Length of Service, and Education to Training Needs, Interests, and Learning Preferences A-81

Appendix V Survey of School Superintendents: Frequency Distributions A-93

Appendix VI Survey of Library Board Chairpersons: Frequency Distributions A-97

Appendix VII Survey of Further Education Council Coordinators and Consortia Directors: Frequency Distributions A-101

Appendix VIII Questionnaire Forms Used in Data Collection ... A-105

ABSTRACT

The purpose of the Rural Library Training Project is to design and implement a basic training curriculum for the staff of rural libraries in Alberta. Phase One of the project began on December 1, 1984. This report comprises the activities to April 1, 1985. The results of an extensive survey of the target group and their employers is reported herein, as are the results of a literature search, discussions with library consultants throughout the province, and a survey of human and material resources. Plans for Phases Two and Three, a revised budget and timeline are also included.

Report prepared by
Marilyn Ming and Gary MacDonald

INTRODUCTION AND PURPOSE OF PROJECT

A continuing theme of Alberta government policy recently has been that there should be as little discrimination as possible in the publicly funded services available to Alberta citizens whether they be urban or rural. With 2.3 million persons unevenly distributed over 660,411 square kilometres, this is not an easily attainable goal. Approximately 40% of Albertans live in rural areas or in municipalities of less than 20,000.

With the proclamation of the new **Libraries Act** and **Libraries Regulation** for public libraries and the publishing of **Policy, Guidelines, Procedures and Standards for School Libraries in Alberta** in 1984, attention has been focused on the discrepancies between the quality of publicly funded library services throughout the province. However, with the well-established principle of library networks as exemplified by interlibrary loan service for public libraries and regional library systems, the potential exists for Albertans to have access to quality school and public library services wherever they live.

Introduction and Purpose

The key to realizing the potential of equal access to services lies in the effectiveness of human resources. The network for physical resources has been established with the interlibrary loan service and the other services provided by Alberta Culture and the Regional Library Systems. Trained library staff are required so that the citizens of such communities as Zama City and Coutts (the public libraries furthest north and south) may have the same access to library resources as the citizens of Edmonton and Calgary.

The Rural Library Training Project was jointly funded by Alberta Advanced Education, Grant MacEwan Community College, and the Southern Alberta Institute of Technology to address the training needs of the staff in rural school and public libraries and to develop a curriculum that could be delivered to them in a distance education mode. In the proposal for Innovative Projects Funding, this project was divided into three phases:

Phase One: Planning and Analysis
Phase Two: Development of Instructional Units
Phase Three: Field Testing

The time frames for the three phases are not mutually exclusive. The first phase began in November 1984, and although this document represents the official Phase One report, planning and research will necessarily continue throughout the remainder of the project. Similarly, the curriculum development that has been designated as Phase Two began in April 1985 and will continue through to the end of the project in August 1986 as the curriculum is evaluated, revised, and further developed in line with a plan for post-project maintenance.

A process of on-going evaluation has been established for the project. Allen Ponak, Associate Professor, Faculty of Management, University of Calgary, was appointed external evaluator for the project and has been consulting with the management team since the project began. His **External Evaluator's Assessment and Recommendations** for the first phase is bound at the end of this report. At the end of the project the summative evaluation will measure the project's success at achieving its original objectives by answering the following questions:

1. To what degree have the project's curriculum and instructional units met the training needs of rural library staff and produced a measurable increase in library competence?

2. To what degree has the project designed and developed a delivery system and network that can continue to provide library skills training in a cost effective manner?

In addition, throughout the project three specific areas of research will be addressed. For Phase One, the first question is the only one to be completely addressed with questions two and three explored but not definitively developed. Their completion will occur in Phase Two/Three.

1. What is the nature of the training needs common to library staff in rural public and school libraries and what are the demographics of this target group?

2. What is a cost-effective method of delivering training of this nature to such a thinly distributed population?

3. How can the resources of many types of institutions be organized into a delivery network to effectively deliver this training?

The body of this report is divided into two major sections. The Phase One section addresses the research and results related to this training needs/demographics question and presents some conclusions. The

Introduction and Purpose

Phase Two/Three Section deals with exploration done for the two delivery questions and the related curriculum development. In doing so, this section reviews the major activities for the subsequent phases and also presents a revised timeline and budget for the project.

PHASE ONE PROCEDURES

In order to develop and deliver a program of courses relevant to rural librarians, it was necessary to describe the target group and their perceived needs. In addition, it was also necessary to verify those needs and to define the training needs ascribed to them by knowledgeable library consultants and administrators. The term "librarian" will be used in this report to identify the people who run the libraries because that is the usual nomenclature used by themselves and their patrons. We fully realize the differences among librarians with professional degrees, library technicians, trained teacher/librarians, and our target population.

The development of the project proposal was founded on some basic hypotheses. These hypotheses were that rural school and public libraries in Alberta are being run by individuals with little or no formal training in library techniques and procedures. Although school and public libraries obviously have different objectives and serve different clientele, there are basic training needs that the librarians

have in common. In general, rural librarians are aware of their lack of training and would be willing to take library courses if they are readily available. However, they are not willing to travel very much for their training and relevant courses are rarely offered in their communities.

Because of the requirements of the Library Act and Library Regulation for public libraries and the requirements of Statement of Policies, Standards, and Guidelines for School Libraries in Alberta, it was reasonable to suppose that library boards and school superintendents would want to have some training program provided for their library staffs and would support such a program, at least nominally. Given the above, it would be possible to develop and deliver economically a program that would provide basic library training for a widely scattered population.

In order to test these hypotheses and to define the demographics of our target group (untrained or minimally trained staff who run both public and school libraries in rural Alberta) several questionnaires were designed, pilot-tested, and distributed. This entire procedure is described in more detail in the following methodology section.

In addition, an extensive literature search was done to determine the existence of research in this field, other programs, applicable data gathering techniques, distance delivery methods, adult education, and instructional design principles.

The research revealed the existence of several surveys related to library training needs but most of the data from these was a mixture of small and large libraries so that data on small libraries was impossible to extract. Nevertheless, the surveys themselves were helpful in determining relevant areas to be explored. Research also revealed the existence of studies specifically related to the library situation in Alberta. Appendix VIII is a short bibliography of the most useful of these studies.

It was also found that there have been correspondence programs available for training rural librarians in three other provinces: British Columbia, Nova Scotia, and New Brunswick. The B.C. program has recently been revised and updated. The Eastern provinces' programs have not been offered for the last few years because they are in serious need of updating. In addition, research revealed a variety of other distance library courses that have been offered over the years in Alberta. SAIT is the only institution in Alberta that is currently offering library courses in distance education modes. These consist of seven of its regular library technician courses as well as occasional non-credit single topic workshops. Until recently, the Alberta Correspondence School offered a library course carrying high school credit. However, new registrations are no longer being accepted and current registrants are being given until September 1985 to complete the course. Grant MacEwan Community College has provided instructor-delivered courses and two satellite video-tape courses in the last few years, but has had to discontinue them for budgetary reasons. In all of Canada, the only

other currently available distance education library courses that research revealed, are those from the Granton Institute of Technology, a private correspondence school based in Toronto. A committee from the Canadian Library Association has been attempting to evaluate Granton's courses and has received little cooperation from the school. Granton, itself, has published three radically different curricula in the last two years. For the purposes of the Rural Library Training project, it was decided not to duplicate the CLA committee's evaluation efforts.

In preparation for decisions to be made in Phase Two/Three, training methods, adult education, distance education, and instructional design were investigated. The information gathered has been discussed with professional instructional designers at Athabasca University and with individuals involved with distance delivery methods at Access Network, the University of Alberta, SAIT, and Grant MacEwan Community College. Additional contacts with individuals experienced in distance education course design and delivery will be pursued in the subsequent phases of this project.

PHASE ONE SURVEY METHODOLOGY

After the literature search and initial discussion, several questionnaires were developed. The first was intended to determine a profile of our target group, untrained library staff in rural school and public libraries. An eleven page questionnaire was designed to elicit data on the demographics of the target group, their education background, the types and sizes of the libraries in which they work, the kinds of services offered, their perceived training needs, and their preferred learning preferences. The initial research and consultation with the external evaluator for the project determined the types of categories included. In particular, the task list for CLA's **Project Progress** was helpful in determining the items included in the "course needs" section.

The questionnaire was piloted in two areas: the area around Three Hills and the Vulcan area. The pilot groups received the questionnaire by mail and met with the project coordinator to discuss both the questionnaire, the project in general, and the kinds of tasks performed

in rural libraries. The responses were analysed and used as the basis for revision of the initial questionnaire.

This revised questionnaire was sent to rural library personnel in both public and school libraries. This mailing consisted of the questionnaire accompanied by personalized letters to 245 public librarians and cover letters to the principals and librarians in 668 schools. The school libraries were chosen based on school districts identified by Alberta Education as not usually hiring teacher-librarians or library technicians. The public libraries excluded the 7 major cities in Alberta with more than 20,000 people (Edmonton and its close neighbors St. Albert and Sherwood Park, Red Deer, Calgary, Medicine Hat, Lethbridge, Grande Prairie, and Fort McMurray).

At the time of closing the data base, the response rate was 53%. The data on which final statistics are based consists of 501 surveys although approximately 600 responses to this questionnaire have now been received. An analysis of the data from the late respondents shows no evidence of non-response bias.

Other questionnaires were sent to 95 school superintendents, to 244 rural library board chairpersons, to the 84 coordinators of rural Further Education Councils, and to the directors of the nine consortia. The intent in surveying library board chairpersons and school superintendents was to determine potential support for training programs and also to alert them to the existence of the project. Further Education Council coordinators and Consortia directors were asked to

inventory the kinds of human and material resources available in their respective geographic areas. No follow-up letters were sent because the timeline for data gathering was very short. Nevertheless, the response rate was adequate for provision of valid data. By the time the data base was closed for analysis, approximately 41% of the Library Board Chairpersons had responded, 62% of the School Superintendents, 42% of the Further Education Council coordinators, and 77% of the Consortia directors.

The data set as a whole first was analyzed by developing frequency distributions. Sub-group analysis then was undertaken using chi-square, comparison-of-means (t-tests), and analysis of variance, as appropriate. All analysis was conducted using SPSS, Release 9.1. Results were deemed statistically significant if the probability of error was less than one-twentieth (i.e. $p < .05$).

Meetings were held with the people who provide consulting services for the rural librarians (i.e., the consultants for Yellowhead, Parklands and Marigold Regional Library Systems, Alberta Culture, and two former consultants for the province as well as the supervisors of the SAIT and GMCC library technician programs and the coordinator of the SAIT library distance education program). These consultants received in advance of the meetings a thirty-five page task list based on that used in the CLA study **Project Progress** and were asked to indicate on a three-point scale what they perceived the needs of rural librarians to be. The meetings were also audio-taped to record informal comments and perceptions. In addition to their ranking of the detailed lists of

library tasks, these informants provided valuable insights into the overall nature of the training needs of the target population. Their input will be evaluated with the data from the surveys to develop the most appropriate curriculum. Discussions about curriculum needs and possible pilot areas have also been conducted with formal and informal meetings in several areas and with individuals such as school superintendents and consortia directors.

PHASE ONE RESEARCH RESULTS
SURVEY OF SCHOOL AND PUBLIC LIBRARY STAFF

The statistical analysis on which the discussion in this section is based is detailed in Appendices I through IV. This section will summarize this analysis, highlighting commonalities and those areas in which statistically significant differences were observed. Appendices I, II and III will be discussed together as they deal with the same material and the table numbering schemes are parallel.

The data were analyzed first by frequency distributions for all responses. Then sub-group analysis was done to compare responses according to types of libraries to determine if there were any significant differences. For comparison purposes, the libraries were categorized in two different ways:

According to population served:

- public libraries
- school libraries
- combined school/public libraries

According to access to centralized services and resources:

- public libraries that are part of a regional library system
- public libraries that are not part of a regional library system
- school libraries that are part of a regional library system or are served by a central instructional materials centre
- school libraries that are not part of a regional library system or are not served by a central instructional materials centre

The remainder of this section of the report presents the research results for the six questions which were addressed by the analysis:

1. Who are rural library personnel?
2. What are the characteristics of the libraries?
3. What is the education profile of the librarians?
4. What training needs do the librarians perceive?
5. What are the perceived learning preferences?
6. Do age, years of library experience, or education have any effect on the responses?

1. **Who are rural library personnel?**

Most of the librarians are women (Table I.A.2).

Most of the librarians are between 30 and 50 years old (Table I.A.1). There is no statistically significant difference between school librarians, public librarians, or those in regional systems in terms of age (Tables II.A.1, III.A.1).

They live an average of 85 minutes from the nearest city of 5000 people, but 37% live more than an hour's drive from such a city and almost 14% live more than 2 hours drive (Table I.A.3). The only significant difference is that librarians in school libraries served by a regional system or central instructional materials centre seem to be slightly closer to a larger city (Table III.A.2).

They work an average of 21 hours a week (Table I.A.4) but there are some differences between school and public librarians. The frequency distribution shows that 60% of school librarians work more than 20 hours/week with 41% of those working more than 30 hours. Public librarians however, have only 43% of their number working more than 20 hours/week and 22% working more than 30 hours/week. Being in a regional library system made no difference at all in terms of hours that the librarians worked (Tables II.A.3, II.A.4, III.A.3).

They have worked an average of six years but the years of service are fairly evenly scattered over the whole range. There is no significant difference between librarians in any of the groups (Tables I.A.5, II.A.5, III.A.5).

Most (90%) of the librarians are paid for their work (Table I.A.6).

Almost two-thirds are not working under any supervision although school librarians are more likely to be supervised. There is no difference between librarians whose libraries are in regional and those not in regional systems (Tables I.A.7, II.A.7, III.A.6). There is a large difference between public librarians of which 66% tend to supervise adults and school librarians of which only 26% do. The same difference holds even when their libraries are part of a regional system (Tables I.A.8, II.A.7, III.A.6).

In sum, most of the target group is about forty years old, female, with an average of six years of library experience. The significant differences between school and public librarians are in number of hours worked and in the amount of supervision provided.

2. **What are the characteristics of the libraries?**

Public libraries represent 28% of all the libraries. 62% are school libraries, and 10% are combined school/public libraries (Table I.B.2). There are also a variety of combinations of school/public libraries (Table I.B.1).

Only 38% of the public libraries are part of a regional library system, while 26% of the schools have some kind of centralized services provided to them, either as part of a regional system or from a central instructional materials centre (Table I.B.3).

The average library has 7965 books, 25 periodicals, and 175 audio-visual items (Tables I.B.4-6). There is however a significant difference between school and public libraries and between public libraries in regions and those outside regional systems. School libraries tend to be smaller with 73% having less than 10,000 books (Table II.B.1-2). Public libraries in regional systems also tend to be smaller than those not in regional systems (Table III.B.1) The number of magazines held is about the same for all groups, but the number of audio-visual materials is significantly greater in school libraries as expected (Table II.B.5-6, III.B.5-6). Non-regionalized public libraries tended to have more audio-visual items than those in regions. It is also important to note that our collection figures for public libraries are consistent with those provided by the Library Services Branch of Alberta Culture (preliminary 1983 statistics).

In the last two years, 82% of the libraries have increased in size and 70% report that library use has increased (Tables I.B.7-8). Public library size and use have increased significantly more than that of schools (Table II.B.7). Regionalized status has no effect on increase (Table III.B.7).

The average library is open 28 hours/week with 79% of public libraries being open less than 30 hours/week and only 46% of school libraries open less than 30 hours/week (Tables I.B.9, II.B.9, III.B.9). Regionalization makes no difference.

The libraries in our sample provide a wide range of services, the most commonly provided service being recommendation of books to appropriate patrons, followed closely by providing quick reference answers. The least often provided services are provision of access to an on-line data base, adult programming, and production of materials (Table I.B.10).

As expected, there are significant differences in the kinds of services provided by school libraries and those provided by public libraries in almost every area (Table II.B.10). Public libraries are more likely to provide adult programming although only 23% report doing so. Storytelling and other childrens' programming is also done more often in public libraries than in schools, as is interlibrary loan. On the other hand, schools are more likely to provide laminating, dubbing of tapes, production of materials and videotaping, although these services are not wide-spread. Extensive involvement in reference searches, maintenance and circulation of audio-visual equipment, and the provision of a professional teachers' collection are also more common in schools.

In terms of services offered, there are fewer differences between libraries in regions and those not, the major difference being in the provision of interlibrary loan service in schools (Table III.B.10). 82% of public libraries not in regions offer interlibrary loan service while 97% of regionalized libraries do. Only 32% of the schools not in regions report offering interlibrary loan service while 74% of those with centralized systems do. There is also a difference in production services offered, but the overall percentages are so low that it is not really significant.

In turn, libraries that belong to a larger system receive a variety of centralized services, the most common being interlibrary loan service and the least common being on-line access to commercial data bases (Table I.B.11). The differences between schools and public libraries parallel the differences in services offered (Table II.B.12). Most regionalized public libraries receive cataloging, ordering processing, consultant services, books by mail, workshops, rotating book collections, telephone reference, and special services as well as interlibrary loan. Schools receive more help with audio-visual materials and equipment and laminating.

In short, school libraries tend to be smaller than public libraries but both libraries attempt to provide many different services to their patrons. School libraries and public libraries differ in the kinds of services they provide. Libraries in regional systems seem to take advantage of the services provided by the central agency.

3. **What is the education profile of the librarians?**

Only 16% have less than a high school diploma, and 62% have some post-secondary education including 30% with college diplomas or university degrees. There are no differences among librarians in any of the different library type groups (Tables I.C.1, II.C.1, III.C.1).

Most of the librarians (83%) are not currently taking credit courses and on the average the last full-time study for credit had been undertaken in 1969, last part-time study for credit in 1978 (Table I.C.2).

Public librarians in general are more likely to have taken previous library courses or participated in workshops and seminars than the school librarians (Table II.C.3) but public librarians not in regional systems are more likely than their regionalized peers to have taken library courses, workshops or seminars. Regionalized school librarians were more likely to have workshops or courses than those not in regions (Table III.C.3). The overall percentage of people that participated in courses, workshops or seminars is quite high ranging from a low of 66% to a high of 85%.

In summary, the education level of the target group is somewhat higher than anticipated but it has been a long time since they last were enrolled in a steady program. No differences were shown between librarians in any groups in this regard.

The librarians were also asked to report on their participation in distance education courses. 34% have taken some kind of distance education course with the majority of these indicating that they liked the course. Type of library and regionalized status has no effect (Tables I.C.5-6, II.C.3, III.C.3).

Some of the comments made about distance education courses are revealing and confirm the perceptions of distance education instructors associated with this project, i.e. that there is no clear preference for any one form of instruction. Some typical comments are:

> I found it difficult to set time aside to work on a correspondence course. It is too easy to put off doing. It was convenient, however, to not have to spend hours driving to attend classes.
>
> Teleconference courses are really boring and hard to keep your attention on. I found it difficult to concentrate.

Liked correspondence because I could work on it during my own time, but missed having close contact with my instructor. Some questions are hard to ask over the phone.

Correspondence courses are too easy to keep putting off. Teleconferencing is very good--I didn't like having to drive 30 miles in the winter to take them.

Teleconferencing presented problems regarding static and interference on the line--difficult to concentrate and have any continuity in a class. The telephone tutor included in Athabasca University courses is an excellent idea and helped me a great deal.

At first I was put off by listening and speaking to a voice from a box. Now that I'm used to it I quite enjoy my classes.

Enjoyed the module arrangement of the courses. Appreciated being able to call in and discuss problems with an instructor.

I liked the distance education courses because I could work at my own speed. I set goals for myself and I kept them by working harder some nights and skipping other nights, this way I could still be a wife and mother and keep all my duties up without taking away from anything or anyone.

The course was only available on cable T.V. and I had to travel 45 miles each way to view it. It was on a 7:00 P.M. I had to leave home at 6:00 Preparing and having supper was difficult, as I don't get home from work before 5:00 P.M. I would have preferred video-taped lessons so I could watch them at a more convenient time. Also I could have viewed part or all of a program more than once if it had been videotaped.

4. What training needs do the librarians perceive?

The percentages of people who reported needing training in various areas are displayed in Table Series I.D, II.D, and III.D. Training needs, interests and learning preferences were also correlated with age, length of service, and education. These correlations are shown in Table Series IV A-C.

COLLECTION MANAGEMENT: In this area the needs ranged from 53% to 73% indicating a high desire for courses in this area. In no cases were differences among librarians in various types of libraries significantly different. Some typical comments are:

> The items I checked under "probably need" are currently done for me through Marigold, however I would be interested in learning about them.
>
> Always looking for new ideas!
>
> As I have not had any formal training all of the above areas, if offered to library clerks (me for example) would be most welcome.
>
> For any aspect of librarianship it is always good to learn of new methods and if possible improve on the present system used.
>
> There is a limited requirement.
>
> Most of the above can use reinforcements. The most difficult task is to choose material and locate that material.
>
> Hard to answer as our Central office does most of the above so I do not need to know.
>
> I seem to be able to handle the various areas satisfactorily.
>
> I am very new to the system and find many areas totally baffling.
>
> Weeding of old books are very hard as we have over 1000 donated books that are out dated.

ADMINISTRATION: Responses in this area varied from 49% for preparation of reports to a high of 72% for setting library goals. Here there was a significant difference in perceived need for training in arrangement of space and in selecting library equipment, with school librarians indicating more need (Table II.D.3). Regionalized public librarians reported

significantly more need for training in setting up library files. Their response brings the public librarian needs closer to the school librarian needs (Table III.D.3). Typical comments in this area are:

> As I am not in the library when classes are in there, our basic concern is just keeping it in some kind of order at present time.
>
> Time for administration is very minimal when you are only employee in the library.
>
> In my position this is where I definitely would be interested in training.
>
> The library board (none of whom have courses in library work) work as volunteers. They prepare the budget.
>
> Am quite new so anything is an asset to my performance as a librarian.

NEW TECHNOLOGY: In this area, the responses ranged from a low of 44% for courses in on-line searching of databases (not surprising) to a high of 78% for a course in microcomputer applications for small libraries. Significant differences in librarians from various types of libraries occurred in the programming area, the need for microcomputer applications, and in selecting software (Table II.D.5). Librarians from regionalized public libraries reported more need for training in programming and the educational value of microcomputers, again putting their response closer to the school librarian response (Table III.D.5). Some typical comments are:

> I don't think we're computerizing in near future, but if we did I would need training.
>
> I feel the cost of computers for a small library too high to be justified. Would rather use the money for books.
>
> We're too small as yet to be able to afford this but its got to be coming very soon.
>
> Libraries in this Division will be last to use computers.
>
> We have several computers in our school and it would be beneficial to expand their use in our Library.

> Unless the government forces us to do this, we will not need help with this.
>
> Does not apply.
>
> Schools locally are making much use of computers.
>
> Have a computer in library. Use "Source". I have taken many courses on computer use.
>
> The trend is towards computers but I don't think I want the changeover.
>
> Do not know too much about microcomputers, so I don't know if I have checked these squares appropriately.

USER SERVICES: In this area, the type of training desired least is training in interlibrary loan (40%), special services (38%), and adult materials (38%), while the most desired training areas are programming (77%), reference books (68%), and children's materials (68%). The significant differences here occurred in the area of recommending adult materials (higher for public librarians), recommending children's materials (higher for school librarians), and recommending Canadian materials (higher for school librarians) (Tables II.D.7 and III.D.7). There were no significant differences due to regionalized status. Typical comments are:

> Small libraries like ours can always use help in selecting materials mostly because our budget is so small, it would be great if we could get the best for our money.
>
> So many of these services are handled for us by Parkland Regional.
>
> I am seldom asked to recommend material.
>
> Services are provided to and for a majority French patrons. Almost all materials are French for children juvenile, adult and seniors.
>
> Have a lot of experience with children's, young adults and Canadian materials. Library programs are supposed to be done by the teachers.
>
> We use the interlibrary loan on occasion.

NON-PRINT MEDIA: The responses in this area ranged from 48% to 62% for perceived training needs (Tables I.D.9, II.D.9, III.D.9) Surprisingly there were no differences among librarians from the different types of libraries. Typical comments are:

> Not needed at this school--maybe in future.
>
> I.M.C. takes care of above.
>
> Our library does not have future plans for collecting audio-visual material and equipment mainly because of the small amount of funding we receive.
>
> Although I probably need more training in maintenance and use of A/V equipment, it interests me the least.
>
> I have in the past done the audio-visual materials. It would make it easier if you had an idea what you were doing before you were told to start an audio-visual program.
>
> Please help; it sure would be appreciated.
>
> Our public library does not use audio-visual equipment but our school library, which is amalgamated with ours, uses this equipment. I would like to learn more about the equipment so that our library may use it some day.

DEALING WITH PEOPLE: The percentage of respondents perceiving need for training in this area was the lowest overall, ranging from 30% to 53%, but there were significant differences among the groups with public librarians on the whole expressing more desire for training than their school librarian counterparts. Public librarians expressed more interest in learning to deal with library boards and in library marketing, but there were no significant differences when divided by region/non-region. Typical comments are:

> Re: staff supervision: My assistant and I work on different days, so no supervision is needed.
>
> As a library clerk we are not expected to do the above and if we did I would expect a better rate of pay. Pay reflects work in most cases. More responsibility should be recognized and paid for.
>
> Need a course on how to stop School Board from cutting the library.

> Have had years of experience in most areas--have 10 children of my own and 35 grandchildren. I write a weekly column for 2 local newspapers as PR for our school.
>
> I am very happy with our administration taking care of all the above except dealing with children.
>
> I don't deal with management or with meetings.
>
> I hope that dealing with children is a natural instinct of those people working in a public or school library. Understanding children's needs and likes and dislikes in literature is very important.
>
> Children feel they need not listen to me as I am not a teacher. This is very trying on my nerves.

In summary, a majority of people perceived a need for training in a variety of areas with the largest response in collection management, microcomputer applications, programming, reference, and setting library goals.

5. **What are the perceived learning preferences?**

Most of the respondents (94%) expressed interest in the project (Table I.E.1), listing as their reasons primarily personal upgrading and interest in doing a better job (Tables I.E.2, II.E.2, III.E.2). There were no differences among librarians from the various types of libraries.

Almost 79% felt that obtaining a certificate of some kind was important and 58% thought that the courses should be transferable to SAIT or Grant MacEwan (Table I.E.3). School librarians were more concerned about a certificate and about transferability, as were public librarians in regional systems (Tables II.E.3, III.E.3).

There was no clear preference for length of time of the program, whether it would run one year, two years, or allow for people to take one or two courses/year although there was a preference for the latter and no differences between librarians in different types of libraries (Tables II.E.5, III.E.4). The comments indicated no clear direction. Typical comments are:

> Prefer summer or Easter Holidays.
>
> During July and August--full days--with the provision we could collect some form of pay for our attendance. We still have to eat during those off months!
>
> These courses I would prefer in the winter months as I live on a farm and our summers are busy.

In terms of learning method preferred, there was no definite preference although satellite/cable television ranked the lowest in desirability with only 5% listing it as one of their preferences (Table I.E.5). The only significant differences among librarians based on library type were that more school librarians would find video with written materials preferable than public librarians and more non-regional school librarians would find audio-visual materials preferable than regionalized school librarians would. However in both of these cases the percentage of people listing these as preferences is extremely low (Tables II.E.6-11, III.E.5). Typical comments are:

> I'd prefer to have an instructor available for discussion, etc.
>
> Definitely not teleconferencing.
>
> I find that teleconference courses serve the purpose of distance education very well.

> Because of my life-style, I prefer correspondence course to do at my own time but a known instructor that I could confer with.
>
> Written materials alone means avoiding travelling and the time travelling involves. Perhaps written materials with some teleconferencing?
>
> I would prefer not to do strictly written materials or teleconferencing.
>
> I feel the video tapes give a more in depth view because you are not only reading about items but are also viewing it.
>
> Since I have no AV equipment at home (VCR, etc) I would not be able to use AV materials.
>
> Satellite/cable television would not be as convenient as rural people would have to travel to a larger center. We all have VCR's in our local schools so could make better use of that media.
>
> Teleconferencing is very hard to understand. We are often cut off during transmission and miss important comments.

One third of the librarians are willing to devote four to five hours/week studying, preparing, or in class. One third are willing to work longer on such a program (Table I.E.6, II.E.12, III.E.6). 80% are willing to drive to a central location at least once/month, with school librarians slightly more willing to drive (Tables II.E.13-14, III.E.7-8). An acceptable length of time to drive is not more than one hour for most people. Only 10% are willing to drive more than one hour.

Taken together, these data indicate that flexibility in design of a curriculum will be important as will the granting of a certificate of some kind upon successful completion. Study time should not require more than five hours/week and any driving that is involved should be not more than one hour once/month, although there is indication that a large percentage would drive a lesser amount of time more often.

6. **Do age, years of library experience, or education have any effect on the responses?**

Analysis of the relationship between age, experience, and education on the one hand, and training needs and preferences, on the other, revealed that these variables have surprisingly little effect on librarian attitudes to further training. There were some significant differences with respect to course needs (Table IV.A.1) with people over forty being less likely to desire courses in some areas. They were also less likely to care about credit and transferability (Table IV.A.2). Older people also tended to prefer a two-year program more than people under forty years old. People with more education tended to prefer a one-year program and were less likely to prefer written materials alone. There were no other significant differences in responses that could be correlated with age, education, or years of work experience.

PHASE ONE RESEARCH RESULTS
SURVEY OF SCHOOL SUPERINTENDENTS

Appendix V contains the tables for responses to the Survey of School Superintendents.

School Superintendents report that 95% of their librarians are paid and 72% have the salary set on a common grid (Tables V.1, V.2)

In 71% of the school districts polled, formal training is not required for library personnel. Those who are trained seem to have a wide variety of training (Table V.4) (In selecting the sample to survey, school districts which have a practice of hiring trained librarians and teacher-librarians were excluded.)

Most superintendents would encourage librarians to participate in a training program. They would do it in a number of different ways, the most commonly cited being payment for course fees and "verbal or written encouragement" (Table V.5).

Phase One Research Results
Survey of School Superintendents

All respondents indicated they would hire a trained person over an untrained one and 94% would hire the trained one even if they had to pay more. (How much more they would be willing to pay was not specified.)

PHASE ONE RESEARCH RESULTS
SURVEY OF LIBRARY BOARD CHAIRPERSONS

Appendix VI contains the tables for responses to the Survey of Library Board Chairpersons.

Library Board chairpersons report that in 70% of the cases librarians are paid a salary and 19% receive an honorarium (Table VI.1). In 85% of the cases the salary or honorarium is set by the Library Board (Table VI.2)

Just over half of the librarians (55%) have some training, the most common being attendance at workshops (Tables VI.3, VI.4). Like school superintendents, Library Board chairpersons would encourage librarians to participate in a training program and most would do so by paying for course fees or providing "verbal or written encouragement" (Table VI.5).

Phase One Research Results
Survey of Library Board Chairpersons

Almost all of the chairpersons (91%) would hire a trained person over an untrained person if there were no salary difference and 75% would hire a trained person even if it involved paying that person more (Table VI.6). (Again, how much more they would be willing to pay was not specified.)

These results indicate that school superintendents and Library Board chairpersons would support a training program and provide some kind of encouragement to their staffs.

PHASE ONE RESEARCH RESULTS
SURVEY OF FURTHER EDUCATION COUNCIL COORDINATORS AND CONSORTIA DIRECTORS

Appendix VII contains the tables of responses to the Survey of Further Education Council Coordinators and Consortia Directors.

There were two objectives involved in surveying these groups: to determine the availability of material/equipment resources and to determine the availability of human resources.

Table VII.1 indicates that there is little equipment generally available for individuals to borrow. In general more equipment is available to groups actually using it in the building. The results indicate that relying on any piece of equipment being widely available in any manner is impossible. The most common types of equipment are VHS video-cassette players, audio-cassette players, slide projectors, overhead projectors, 16mm projectors, and microcomputers. But even with these, percentage of availability ranges from 31% to 48% for use in the building that houses the equipment. In 68% of the cases the equipment is located in the school system (Table VII.2).

Virtually all (98%) of the Further Education Coordinators and Consortia Directors reported having conference rooms or classrooms available for use and 56% had teleconferencing facilities (Table VII.3). In terms of human resources, 85% identified people available as exam supervisors but only 46% identified availability of possible local teachers (Table VII.4)

The lack of general availability of equipment and people indicates the need for a very flexible format for the program, one that can take advantage of what is available but also does not rely too heavily on general access to specific types of equipment.

PHASE ONE RESEARCH RESULTS
MEETINGS WITH CONSULTANTS

In addition to the written questionnaires, thirteen library consultants knowledgeable about rural librarians in Alberta were asked to identify the training needs of the target population. These consultants are listed in the Human Resources section of this report. Using a modified task list based on the one used in the CLA Project Progress report, the consultants analysed 599 specific tasks and identified somewhat different needs than those identified by rural librarians.

In general, the consultants stressed the need for training in dealing with people (management of volunteers, marketing, etc.) and user services (reference, programming, etc.)and de-emphasized the need for training in collection management (cataloging, acquisitions, etc.)

In their view, the underlying theme of such a training program should be to foster the understanding that the purpose of every library procedure must be to provide efficient and effective service for the

library's patrons. They also stressed the value of training the librarians to use resources already available rather than trying to do everything on their own. There was some concern about possible differences in needs of librarians in regional and non-regional systems but the survey results show little difference in their perceived needs.

The main areas of concern voiced by the consultants can be grouped by potential course area.

In the area of collection development, formulating a collection development policy in conjunction with the library boards or with principals and teachers was considered very important. It was noted that weeding the collection should be viewed as a form of "deselection" and one step on the way to building a quality collection. The setting up and maintenance of consideration files was also viewed as important.

In the area of collection organization, rural librarians should understand the benefits of standardized cataloging and the usefulness of maintaining a shelf list. They should also be taught the economics of buying prepared cataloging or of using that provided by regions, as well as how to use the CIP data in books. Assigning original classification numbers was given low priority, however skill in filing catalog entries was given a high priority.

In the area of acquisitions, development of standard procedures was stressed as was maintenance of an on order file. It was also felt that librarians needed training in submitting proper order data and in filling out order forms.

The areas stressed in circulation were procedures and policies in general, and overdue and reserve system procedures in particular. How to handle complaints and the possible applications of computer systems were also cited as areas in which the librarians needed training.

The acquisition and use of a basic reference collection was considered very important, as well as the use of the zenith telephone number for help with reference questions.

Basic library management needs with high priority included preparation of a budget, writing reports, setting goals and maintaining proper files. Setting goals and development of a budget should be taught with the emphasis on development in conjunction with the library board or with principals and teachers, as appropriate. Training in dealing with library boards and administrators was considered very important.

In the area of programming and reader guidance, needs assessment and the use of available services were stressed.

PHASE ONE IMPLICATIONS AND CONCLUSIONS

Based on the survey findings, literature review, and discussion with informed parties, certain conclusions which have implications for curriculum design can be drawn.

Continuation of the project. The most important conclusion to be drawn from the various survey responses, is that the project should continue. 94% of the respondents (a total of almost 800 people) expressed enthusiasm about and interest in the project.

Study skills component. Because the average date for involvement in full time study was 1969 and for part-time study was 1978, a study skills component incorporating techniques for reading and reviewing, note-taking, time management, exam writing, etc. will most likely be necessary.

Choice in curriculum components. The high number of respondents indicating participation in courses, workshops and seminars indicate a willingness on the part of librarians to learn more. This participation

combined with an average of six years of library experience, suggests that the opportunity for a certain amount of choice in the curriculum is desirable in order to acknowledge previous training and experience.

Common core of courses. A common core of courses can be identified that will meet the needs of the librarians in all the groups, but elective courses can provide for the real differences in services and training needs between school librarians and public librarians. For example, although school librarians and public librarians differ in the kinds of services they provide there were few significant differences in types of training needed. While school librarians tend to offer more clerical and non-print oriented services, their perception of training needs in these areas was not significantly different than that of the public librarians. Also, while librarians in regional systems seem to take advantage of the services provided by the central agency, librarians in two-thirds of all the libraries have no central services available. The greatest difference in this area is the lack of interlibrary loan service for schools without centralized services. Again, whether or not the librarian worked in a library belonging to a regional system, made little difference in terms of her perceived training needs.

Delivery modes. A variety of delivery modes will be necessary due to the distance that many librarians live from a town, the dislike for travelling in the winter, and the lack of available resources. There is little agreement about the advantages or disadvantages of various distance education formats. For example, while some librarians found

that teleconferencing is boring, involves undesirable driving and has technical problems, others enjoy it because it provides interaction with instructor and other students. Some of the librarians liked correspondence courses which do not involve driving and provide the opportunity for self-pacing, but others found the lack of externally imposed pacing difficult. The comments on video courses revealed the same disparity in comments with some librarians finding them difficult because of the time of broadcast or lack of equipment and lack of interaction with instructor and students, but others reporting that the video format illustrates points more clearly. Written materials supplemented with videotapes and written materials supplemented with group discussions were most preferred method of learning but the strength of this preference was still not strong. Research indicates that there is a need for individualized instruction combined with pacing and instructor contact. It should also be kept in mind that delivery method and media must suit the objectives of the course, as well as the needs of the target groups.

On the whole, the librarians were not interested in driving during the winter but most would be willing to travel to a central location within an hour's drive of their homes about once/month. Once curriculum and course objectives are set, the appropriate media and delivery format will be chosen, hopefully avoiding a lot of winter travel for the students, but also providing some personal contact.

Student time. Courses should be designed to provide flexibility in the amount of time required each week for preparation, class time, and assignments. For example, one third of the librarians are willing to devote four to five hours/week studying, preparing, or in class. One third are willing to work longer on such a program. Some of the librarians work as little as one hour/week while others work more than forty hours/week. There were preferences expressed for completing the program in one or two years, and also preferences expressed for taking only one or two courses/year.

Certification and transferability. There is a strong preference for a certificate of some kind acknowledging satisfactory completion of the curriculum. There is also a preference for having courses transferable to the SAIT or Grant MacEwan Library Technician programs. However, instructors involved in the distance education courses at SAIT and Grant MacEwan feel that the respondents may not understand the length and complexity of the program and the necessity for completing the technician program on campus. Since the survey, the project coordinator has discussed this perception at a meeting with approximately thirty rural librarians (most of whom were survey respondents). The discussion revealed that most had little notion of what was involved in completing a library technician program. They admitted that their opportunities for completing the diploma program on campus in Calgary or Edmonton were remote. It is clear that the certification and transferability issues are more complex than the responses from the survey would indicate. The advice and

recommendations of stakeholders will also be considered in the determination of these issues.

In summary, any curriculum must be flexible enough to meet the needs of a disparate, yet similar group of students, whose libraries are small and widely scattered throughout the province. While course needs are similar, the distances and availability of equipment and human resources vary considerably as do preferred learning styles.

As expected, a basic training program would be supported by school superintendents and library board chairpersons, but library staff, for the most part, could at best expect payment for course fees only.

PHASE ONE SUMMARY OF PROCEDURES

The following is a summary of how the procedures detailed in the original Innovative Projects Proposal for Phase One were accomplished.

1. Priorizing and selecting content units to be developed

   (a) CLA's Project Progress Task Analysis Instrument was used as the definition of common library tasks. This was used for grouping tasks into possible "course" items and used in large questionnaire sent to rural library personnel. It was also used in discussion with consultants throughout the province for identification of relevant tasks performed in rural libraries in Alberta.

   (b) Informants familiar with operation of rural public and school libraries were consulted to delineate key common tasks: done using CLA's Task list (above), informal and formal discussion groups on February 26 and March 1, to be followed up in the latter part of April.

(c) Sample of target groups were surveyed to validate listing of tasks and assigned priority was done in personal discussions with the pilot groups.

(d) Survey results (both questionnaires and data from consultants) were analysed as a basis for selection of instructional units to be developed based on commonality of tasks across settings, priority in terms of successful library operation, existence of other available training, and feasibility of distance mode training within budget allocation. The formal blueprint for the curriculum is being developed and several basic course components will be selected for initial development.

2. The survey of staff working in rural public and school libraries identified the general demographics and design and delivery parameters, as reported in the section entitled Phase One.

3. The survey of consortia and Further Education Councils revealed some potential delivery institution characteristics. Meetings were also held with people experienced in delivery methods and instructional design from Athabasca University, the University of Alberta, SAIT, Grant MacEwan Community College, and Access Network. This area will be explored further as the curriculum takes form and pilot groups are identified.

4. Two groups of stakeholders were surveyed to determine financial resources available to encourage staff upgrading. These results are reported in Part One. Consultation still needs to be undertaken with representatives of stakeholder groups on our advisory committee, notably Alberta Culture and Alberta Education.

5. Relationship of training to existing levels of library education:

   (a) The target group indicated the importance of credit transferability, or alternate form of credential.

   (b) Major stakeholders need to be consulted to determine implications of credentialling and transferability. This area will be initiated at the April advisory meeting and followed up with discussions with other stakeholder groups. Alternative methods of credentialling need to be more fully explored.

PHASE TWO/THREE
SPECIFIC OBJECTIVES

The phases for this project are not sequential phases, but were divided in the proposal in terms of the major activity of the phase. Thus, over the duration of the project, the phases will overlap.

Specific objectives for the second phase of this project are to:

1. settle the credentialing issues with major stakeholders and the advisory committee,
2. outline a basic curriculum based on survey data and consultant input,
3. develop design parameters and write specific objectives for each instructional unit,
4. determine relevant courses already available in the province and review existing relevant material, deciding its potential for modification and use in a distance mode,
5. contract and orient content experts in development of instructional units,
6. write, edit, and produce courseware, including audio, visual, and graphic support materials, in a form suitable for field testing,
7. develop competency-based course evaluation instruments, including pre-tests and post-tests for each instructional unit,

8. revise the field-tested courses and begin to develop the balance of the courses,

9. determine possible cost-effective delivery methods, and

10. establish nature of cooperation among other institutions.

Once the behavioral objectives for the curriculum are determined, delivery methods can be better identified keeping in mind that the media and delivery method must suit the course objectives as well as the target groups. Research indicates a need for individualized instruction combined with pacing and contact with an instructor in some fashion.

For Phase Three, the objectives are to:

1. select field test sites, considering the mode of instruction, the delivery system, and the availability of adequate numbers of students (in the pilot phase, a variety of delivery methods may be tested involving a group physically located in one area and a group widely scattered geographically),

2. deliver courses to the sites selected, and

3. evaluate the effectiveness of the courses delivered using the pretest and post-test evaluation instruments, and

4. make recommendations based on the tested modes of instruction and delivery for the establishment of the post-project delivery system and network.

PHASE TWO/THREE
TIMELINE

On the following pages are revised timelines for the completion of the specific objectives for Phase Two/Three.

Phase Two/Three
Timeline

Phase Two: Development of Instructional Units

APR 85 - AUG 86	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Determine certification	X	X	X	X	X	X											
Outline basic curriculum with design parameters	X	X	X														
Write specific objectives for each instructional unit	X	X	X	X	X	X											
Research existing material	X	X	X														
Contract and orient content experts		X	X	X	X	X	X	X	X								
Write, edit, and produce courseware, including audio, visual, and graphic support materials																	
- for field testing		X	X	X	X	X	X	X	X								
- other units							X	X	X	X	X	X	X	X	X	X	X
Develop competency-based course evaluation instruments, including pre-tests and post-tests for each instructional unit		X	X	X	X	X	X	X	X								
Revise the field-tested courses										X	X	X	X	X	X		
Determine cost-effective delivery methods		X	X	X	X	X	X	X	X	X	X						
Establish nature of cooperation among other institutions	X	X	X	X	X	X	X	X	X	X	X	X					
Prepare and submit Phase Two report					X	X											

Phase Three: Field Test

APR 85 - AUG 86	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Select field test sites		X	X	X													
Deliver courses to the sites selected						X	X	X	X	X	X	X	X	X			
Evaluate effectiveness of courses delivered									X	X				X	X		
Recommend procedures for establishment of the post-project delivery system and network															X	X	X
Prepare and submit Phase Three report																X	X

PHASE TWO/THREE
BUDGET

On the following pages is the revised budget for Phase Two/Three.

Phase Two/Three
Budget

	ADVANCED ED	GMCC	SAIT
Phase One Expenditures	10,500	2,683	10,433
April, May, June '85			
Personnel costs			
Project coordinator coveroff	3,680		
Secretarial support	2,250		2,450
External Evaluator	3,524		
Project management team		2,000	1,950
Course authoring	4,050	7,000	2,000
Field test instructors			
Non-personnel costs			
Office supplies, telephone, postage, computer time	300		1,140
Travel	1,000	150	
Course production			
Field test			
Quarter total	14,804	9,150	7,540
July, August, September '85			
Personnel costs			
Project coordinator coveroff	4,600		
Secretarial support	2,250		2,450
External Evaluator	1,290		
Project management team		2,000	1,950
Course authoring	4,600		1,000
Field test instructors	1,330		
Non-personnel costs			
Office supplies, telephone, postage, computer time	300		1,140
Travel	1,000	150	
Course production	3,300	1,250	2,000
Field test			
Quarter total	20,470	3,400	9,540

October, November, December '85	ADVANCED ED	GMCC	SAIT
Personnel costs			
Project coordinator coveroff	6,900		
Secretarial support	2,250		2,450
External Evaluator	1,290		
Project management team		2,000	1,950
Course authoring	4,800		1,500
Field test instructors	4,000		
Non-personnel costs			
Office supplies, telephone, postage, computer time	300		1,140
Travel	1,000	150	
Course production	3,200	1,250	2,000
Field test			2,500
Quarter total	23,740	3,400	11,540

January, February, March '86			
Personnel costs			
Project coordinator coveroff	6,900		
Secretarial support	2,250		2,450
External Evaluator	1,290		
Project management team		2,000	1,950
Course authoring	4,500		2,000
Field test instructors	4,000		
Non-personnel costs			
Office supplies, telephone, postage, computer time	300		1,140
Travel	1,000	150	
Course production	3,200	1,250	2,000
Field test			2,500
Quarter total	30,640	3,400	12,040

Phase Two/Three
Budget

April, May, June '86	ADVANCED ED	GMCC	SAIT
Personnel costs			
Project coordinator coveroff	4,600		
Secretarial support	2,250		2,450
External Evaluator	1,290		
Project management tea		2,000	1,950
Course authoring	4,800		2,000
Field test instructors	2,670		
Non-personnel costs			
Office supplies, telephone, postage, computer time	300		1,140
Travel	1,000	150	
Course production	3,300	1,250	2,000
Field test			2,000
Quarter total	20,210	3,400	11,540
July, August '86			
Personnel costs			
Project coordinator coveroff			
Secretarial support	1,500		1,633
External Evaluator	860		
Project management team		1,317	1,333
Course authoring	1,770		834
Field test instructors			
Non-personnel costs			
Office supplies, telephone, postage, computer time	200		767
Travel	666	100	
Course production	2,000		2,000
Field test			
Quarter total	6,996	1,417	6,567
Total project costs	118,360	26,850	69,200

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HUMAN RESOURCES

Beryl Anderson, Chief, Library Documentation Centre, National Library of Canada. Re: Non-professional library training programs, current research.

Pat Cavill, Director, Marigold Regional Library. Re: Curriculum development and task analysis, public libraries in regional library systems.

Barbara Clubb, Assistant Director, Library Services, Alberta Culture. Re: Curriculum development, rural public libraries.

Dan Coldeway, Instructional Developer, Liberal Studies, Athabasca University. Re: Instructional design and distance delivery principles and techniques, concerns about managing course authors.

Doug Crawford, Learning Systems, Alberta Advanced Education. Re: Projects underway in Alberta that might have relevance to our project, happenings in various delivery network projects.

Gail Crawford, Instructional Developer, Athabasca University [on sabbatical]. Re: OMNISIM and basic instructional design principles.

Bert Einsiedel, Associate Professor, Public Administration, Faculty of Extension, University of Alberta. Re: Local Government Studies distance education program, distance delivery system.

Blanche Friderichson, Library Consultant, Edmonton Regional Office, Alberta Education. Re: Curriculum design and task analysis, school libraries.

Neil Henry, Vice-President, University Services, Athabasca University. Re: Contracting external authors, financial arrangements, contracts and concerns.

Jocelyne LeVel, Acting Director, New Brunswick Library Services. Re: New Brunswick community librarian's course.

Ronald Mackenzie, Consultant, Library Services Branch, Ministry of Provincial Secretary and Government Services, Province of British Columbia. Re: British Columbia Community Librarian's Course, revision, delivery methods, acceptance of program.

Richard McKenzie, North East Libraries Interim Project. Re: Regional Library Development, possible pilot area sites for program.

Gerri Nakonechny, Nursing Refresher Program, Grant MacEwan Community College. Re: Delivery system for refresher courses, local brokers, CML use.

Paul Nedza, Director, Media Services and Course Materials, Athabasca University. Re: Course design and production, print, audio and video components, teleconferencing.

Mary Norton, Consultant, Further Education Services, Alberta Advanced Education. Re: Further Education Councils.

Diane Osberg, Assistant Director of Continuing Education, Southern Alberta Institute of Technology. Re: Further Education Councils, Consortia, delivery systems, teleconferencing.

Allen Ponak, Associate Professor, Faculty of Management, University of Calgary. Re: Survey design and statistical analysis.

Gene Rubin, Instructional Developer, Administrative Studies, Athabasca University. Re: Instructional design and distance delivery, computer system for tracking progress of individual students.

Anne Ryan, Coordinator, Life Education, Family and Community Services, Strathcona County. Adult education and continuing education programs.

Charles Shobe, Director of Educational Services, Adult Education, ACCESS Network. Re: Access' distribution and production roles, happenings in their software acquisitions/distribution system, the satellite receiving dish project.

Carin Somers, Provincial Librarian, Nova Scotia Provincial Library. Re: Nova Scotia's community librarian's course.

Michael Szabo, Manager, Instructional Systems, Computing Services, University of Alberta. Re: Plato software accessibility to the public, Edu-link, OMNISIM authoring system.

Bernard Vavrek, Director, Center for the Study of Rural Librarianship, Clarion University of Pennsylvania. Re: The Center's publications, research and workshops.

Peter Von Stein, Assistant Director of Instruction (CML), Southern Alberta Institute of Technology. Re: Use of the CML system for distance delivery.

Jan Williams, Program Coordinator, EMT Ambulance, Southern Alberta Institute of Technology. Re: Emergency Medical Technician: Ambulance program, delivery systems, CML use.

Judy Woods, Learning Systems, Alberta Advanced Education. Re: MICRO Network.

Perry Zukiwsky, Coordinator, MICRO Network, Program Planning and Development, Albert Advanced Education. Re: MICRO Network.

In addition, the following people were involved in the curriculum meetings held with consultants.

Elaine Boychuk, College Librarian, Mount Royal College (former consultant for Alberta Culture Library Services).

Bonnie Gray, Consultant, Alberta Culture Library Services.

Tony Fell, Program Head, Library Technician, Grant MacEwan Community College.

Louise Frolek, Consultant, Yellowhead Regional Library.

Rowena Lund, Consultant, Marigold Regional Library.

Wesla Maguire, Coordinator for Library Services to the Handicapped, Alberta Culture.

Audrey Mark, Consultant, Marigold Regional Library.

Pat McNamee, Consultant, Alberta Culture Library Services.

Chris Nelson, Consultant, Alberta Culture Library Services.

Mike Parkinson, Distance Education Coordinator, Library and Information Technology, Southern Alberta Institute of Technology.

Arlene Thompson, Consultant, Yellowhead Regional Library.

Melody Wood, Consultant, Parkland Regional Library.

A COOPERATIVE PROJECT

for the

DEVELOPMENT AND DELIVERY OF TRAINING

to

RURAL LIBRARY STAFF ACROSS ALBERTA

EXTERNAL EVALUATION OF PHASE ONE

Submitted to:
Program Planning and Development Branch
Alberta Advanced Education

Submitted by:
Allen Ponak, Ph.D.
Associate Professor
Faculty of Management
University of Calgary

April 1985

RURAL LIBRARY TRAINING PROJECT
EXTERNAL EVALUATION OF PHASE ONE

Phase One of the Project had the following stated objective:

To assess the characteristics of staff in rural school and public libraries and the nature of their training needs.

The objective was successfully achieved. On the basis of an extensive survey of library staff in the target group and of other relevant stakeholders (e.g., library boards and school superintendents), it was clearly established that rural librarians are interested in further training, see a need for training in a large number of important areas (e.g. collection management), and that resources necessary for training delivery are accessible. It was also established that support for such a training program exists within organizations which employ rural librarians. Sub-group analysis revealed a common core of training needs that cuts across public/school and regional/non-regional library differences.

In terms of methodology the research and analysis necessary for the completion of Phase One conformed to accepted methodological standards. Following pre-testing, data was collected via self-administered questionnaires sent to rural librarians, school superintendents, library boards, further education councils, consortia, and colleges. Response rates ranged from 64 percent on the librarian survey to 42 percent on the survey of further education councils, consortia, and colleges. Based on site visitation, pre-test results, discussions with informed parties, and comparison of early respondents to late respondents (on the librarian survey), no evidence of non-response bias emerged.

All statistical analysis was conducted by computer using SPSS, Release 9.1. Frequency distributions were generated to provide certain summary statistics and data breakdowns. In the sub-group analysis, comparison-of-means tests (two sub-groups) and analysis of variance (3 sub-groups) were used for continuous variables. Chi-square tests were performed for sub-group analysis involving ordinal data (for further elaboration of these statistical procedures, See Hubert Blalock, **Social Statistics**, 2nd ed., New York: McGraw-Hill, 1972).

Consistent with widely accepted norms for research of this kind, a significance level of $p < .05$ was used as the cut-off point for deeming differences statistically significant (i.e., rejecting the null hypotheses that the means/distributions are in fact equal). The written discussion in the Phase One report of the data analysis is an accurate reflection of the data and the conclusions drawn from the statistical

findings flow clearly from the research results.

Finally, it is my opinion that the Project Management Team as a group are competent, energetic, and highly motivated. In particular, I have been impressed with the Program Supervisor (Gary MacDonald) and Project Coordinator (Marilyn Ming) who were responsible for completing Phase One on schedule despite severe time constraints.

In summary, based on progress to date, the Project is on-track. Phase One has been conducted competently and expeditiously. Training needs for rural librarians have clearly been identified and a great deal of relevant information on delivery modes and resource availability has also been elicited. The Project Management Team gives every indication of possessing the skills and motivation to successfully complete the next phases of the project.

Allen Ponak, Ph.D.
Associate Professor
Faculty of Management
University of Calgary

APPENDIX I
LIBRARY STAFF SURVEY: FREQUENCY DISTRIBUTIONS

Table Series I.A
DEMOGRAPHIC AND JOB RELATED CHARACTERISTICS

Table I.A.1 STAFF AGE

Table I.A.2 STAFF GENDER

Table I.A.3 DRIVING TIME TO CITY (OVER 5000)

Table I.A.4 WORK HOURS PER WEEK

Table I.A.5 LENGTH OF SERVICE

Table I.A.6 EMPLOYMENT STATUS

Table I.A.7 TYPE OF SUPERVISION RECEIVED

Table I.A.8 SUPERVISION PROVIDED

Appendix I
Library Staff Survey: Frequency Distributions

Table Series I.B
CHARACTERISTICS OF LIBRARIANS

Table I.B.1 LIBRARY TYPE

Table I.B.2 LIBRARY TYPE BY MAJOR CATEGORY

Table I.B.3 REGIONAL NATURE OF LIBRARY

Table I.B.4 LIBRARY SIZE: BOOKS

Table I.B.5 LIBRARY SIZE: PERIODICALS

Table I.B.6 LIBRARY SIZE: AUDIO VISUAL ITEMS

Table I.B.7 LIBRARY SIZE INCREASE LAST TWO YEARS

Table I.B.8 LIBRARY USE INCREASE LAST TWO YEARS

Table I.B.9 WEEKLY LIBRARY HOURS

Table I.B.10 LIBRARY SERVICES PROVIDED

Table I.B.11 CENTRAL LIBRARY SERVICES RECEIVED

Table Series I.C
STAFF EDUCATIONAL BACKGROUND

Table I.C.1 HIGHEST LEVEL OF EDUCATION

Table I.C.2 CURRENT CREDIT COURSES IN ANY FIELD

Table I.C.3 PREVIOUS LIBRARY COURSES, WORKSHOPS OR SEMINARS

Table I.C.4 PREVIOUS LIBRARY COURSES BY INSTITUTION

Table I.C.5 PREVIOUS DISTANCE EDUCATION COURSES IN ANY FIELD

Table I.C.6 ATTITUDE TOWARD DISTANCE EDUCATION COURSES TAKEN IN ANY FIELD

Table Series I.D
SELF-REPORTED TRAINING NEEDS

Table I.D.1 COLLECTION MANAGEMENT: INDIVIDUAL ITEMS

Table I.D.2 COLLECTION MANAGEMENT: TOTAL TRAINING NEEDS

Table I.D.3 ADMINISTRATION: INDIVIDUAL ITEMS

Table I.D.4 ADMINISTRATION: TOTAL TRAINING NEEDS

Table I.D.5 AUTOMATION AND NEW TECHNOLOGY: INDIVIDUAL ITEMS

Table I.D.6 AUTOMATION AND NEW TECHNOLOGY: TOTAL TRAINING NEEDS

Table I.D.7 USER SERVICES: INDIVIDUAL TRAINING ITEMS

Table I.D.8 USER SERVICES: TOTAL TRAINING NEEDS

Table I.D.9 NON-PRINT MEDIA: INDIVIDUAL TRAINING ITEMS

Table I.D.10 NON-PRINT MEDIA: TOTAL TRAINING NEEDS

Table I.D.11 DEALING WITH PEOPLE: INDIVIDUAL TRAINING NEEDS

Table I.D.12 DEALING WITH PEOPLE: TOTAL TRAINING NEEDS

Table Series I.E
LEARNING PREFERENCES

Table I.E.1 INTEREST IN RECEIVING LIBRARY COURSE INFORMATION

Table I.E.2 REASONS FOR INTEREST IN LIBRARY TRAINING

Table I.E.3 IMPORTANCE OF CERTIFICATE OR CREDIT TRANSFER

Table I.E.4 PROGRAM TYPE DESIRABILITY

Table I.E.5 LEARNING METHOD DESIRABILITY

Table I.E.6 TIME WILLING TO DEVOTE TO PROGRAM

Table I.E.7 FREQUENCY WILLING TO MEET AT CENTRAL LOCATION

Table I.E.8 LENGTH OF TIME WILLING TO TRAVEL TO MEETING

Appendix I
Library Staff Survey: Frequency Distributions

Table Series I.A
Demographic and Job Related Characteristics

Table I.A.1

STAFF AGE

Age Group	Percentage
Under 20	0.8
20 - 29	12.6
30 - 39	36.1
40 - 49	29.9
50 - 59	15.2
60 and over	5.4

N = 499

Table I.A.2

STAFF GENDER

Gender	Percentage
Male	3.6
Female	96.4

N = 499

Table I.A.3

DRIVING TIME TO CITY (OVER 5000)

Time (Minutes)	Percentage
Zero (live in city)	12.1
5 - 30	19.4
31 - 60	31.2
61 - 90	13.6
91 - 120	9.8
over 120	13.9

N = 494 Mean = 85 minutes

Table I.A.4

WORK HOURS PER WEEK

Hours	Percentage
Less than 10	21.5
10 - 19	22.6
20 - 29	19.3
30 and over	36.6

N = 492 Mean = 21.3 hours

Table I.A.5

LENGTH OF SERVICE

Years	Percentage
2 or less	23.9
3 - 5	29.2
6 - 8	18.9
9 - 11	14.7
12 or more	13.3

N = 490 Mean = 6.3

Table I.A.6

EMPLOYMENT STATUS

Status	Percentage
Volunteers	5.4
Paid	90.4
Combined	4.2

N = 501

Table I.A.7

TYPE OF SUPERVISION RECEIVED

Supervision	Percentage
Supervised by Librarian	14.8
Supervised by Non-librarian	20.7
Not under Supervision	64.4

N = 496

Table I.A.8

SUPERVISION PROVIDED

Number of Adults Supervised	Percentage
0	64.5
1	11.0
2	7.0
3	5.6
4	2.7
5 or more	9.2

N = 484

Table Series I.B
Characteristics of Librarians

Table I.B.1

LIBRARY TYPE

Type	Percentage
Public only	28.1
Elementary School	24.0
Junior High School	3.4
Senior High School	3.2
Elementary-Junior High School	15.4
Elementary-Senior High School	0.2
Junior High School-Senior High School	5.6
Elementary-Junior-Senior High School	10.0
Public-Elementary	2.0
Public-Elementary-Junior	3.6
Public-Elementary-Senior	0.2
Public-Junior-Senior	1.0
Public-Elementary-Junior-Senior	3.4

N = 501

Table I.B.2

LIBRARY TYPE BY MAJOR CATEGORY

Major Type	Percentage
Public only	28.1
School only	61.7
Combined	10.2

N = 501

Table I.B.3

REGIONAL NATURE OF LIBRARY

Category	School	Public
Part of regional system	26.3	38.0
Not part of regional system	74.7	62.0

N (school) = 338
N (public) = 184

Table I.B.4

LIBRARY SIZE: BOOKS

Books	Percentage
Less than 2000	8.4
2000 - 4000	14.8
4001 - 6000	24.0
6001 - 8000	16.1
8001 - 10,000	15.3
Over 10,000	21.5

N = 466 Mean = 7964.9

Table I.B.5

LIBRARY SIZE: PERIODICALS

Periodicals	Percentage
10 or less	31.2
11 - 20	29.2
21 - 30	16.2
31 - 40	10.4
41 - 50	4.2
Over 50	8.8

N = 452 Mean = 25.0

Table I.B.6

LIBRARY SIZE: AUDIO VISUAL ITEMS

Audio Visual Items	Percentage
None	37.8
1 - 100	30.3
101 - 200	9.2
201 - 300	4.2
301 - 400	2.9
401 - 500	2.7
Over 500	12.9

N = 479 Mean = 175.4 (Median = 29.8)

Table I.B.7

LIBRARY SIZE INCREASE LAST TWO YEARS

Perceived Change	Percentage
Increased greatly	23.0
Increased a little	59.4
Stayed about the same	11.6
Decreased slightly	4.8
Decreased greatly	1.2

N = 483

Table I.B.8

LIBRARY USE INCREASE LAST TWO YEARS

Perceived Change	Percentage
Increased greatly	32.6
Increased a little	37.7
Stayed about the same	26.8
Decreased slightly	2.3
Decreased greatly	0.6

Table I.B.9

WEEKLY LIBRARY HOURS

Hours Open	Percentage
10 or less	13.4
11 - 20	11.4
21 - 30	20.2
31 - 40	42.1
Over 40	4.9

N = 491 Mean = 28.2

Table I.B.10

LIBRARY SERVICES PROVIDED

Type of service	Percentage
Adult programs	9.7
Quick reference answers	72.4
Story hours	32.9
Other children's programming	39.5
Inter-library loan	57.4
Laminating	26.1
Dubbing tapes	14.2
Production of materials	10.5
Videotaping	21.4
Extensive reference searches	37.0
On-line access to commercial data bases	1.4
Recommend books of interest to appropriate patrons	89.5
Circulation of audio-visual equipment	52.1
Maintenance of audio-visual equipment	35.2
Provision of a professional teacher's collection	40.7

N = 486

Table I.B.11

CENTRAL LIBRARY SERVICES RECEIVED (1)

Type of Central Service	Percentage
Cataloging	58.2
Ordering	30.7
Processing	55.6
Consultant service	57.8
Books by mail	46.2
Workshops/continuing education	64.4
Audio-visual materials	66.7
Rotating book collections	44.4
Interlibrary loan	68.4
System wide borrowing cards	13.3
Telephone reference	39.1
System wide public relations	20.0
Laminating	56.0
Production of materials	23.1
Dubbing tapes	34.7
Videotaping	33.3
Extensive reference searches	35.6
Book services in other languages	38.2
Circulation of audio-visual equipment	36.4
Maintenance of audio-visual equipment	36.4
Books for visually and physically impaired	41.3
On-line access to commercial data bases	8.4
Provision of a professional teacher's collection	25.8

N = 225

(1) Approximately 40 percent of the respondents were not part of a centralized service.

Table Series I.C
Staff Educational Background

Table I.C.1

HIGHEST LEVEL OF EDUCATION

Education	Percentage
Grade 9 or less	4.4
Some high school	11.6
High School Diploma	21.4
Some post-secondary	32.5
College Diploma	10.2
University Degree	19.8

N = 499

Table I.C.2

CURRENT CREDIT COURSES IN ANY FIELD

Status	Percentage
Enrolled full-time	0.2
Enrolled part-time	16.4
Not taking courses (1)	83.4

N = 500

(1) On average the last full-time study had been undertaken in 1969; the last part-time study in 1978.

Table I.C.3

PREVIOUS LIBRARY COURSES, WORKSHOPS OR SEMINARS

Status	Percentage
Previous library courses, etc.	71.4
No previous library courses etc.	28.9

N = 494

Table I.C.4

PREVIOUS LIBRARY COURSES BY INSTITUTION

Institution	Percentage Attending (1)
SAIT	25.8
Grant MacEwan	17.9
Alberta Culture	30.2
Alberta Education	11.7

N = 341
(1) The percentages do not add up to 100

Table I.C.5

PREVIOUS DISTANCE EDUCATION COURSES IN ANY FIELD

Experience	Percentage
Taken distance courses	33.7
Had not taken	66.3

N = 472

Table I.C.6

ATTITUDE TOWARD DISTANCE EDUCATION COURSES TAKEN IN ANY FIELD

Type Of Learning	Percentage Liking (1)
Teleconference (N = 84)	58.3
Correspondence (N = 91)	71.5
Television or Satellite (N = 21)	57.2

(1) Proportion who indicated they had either "really liked" or "liked" this particular type of learning experience.

Table Series I.D
Self-Reported Training Needs

Table I.D.1

COLLECTION MANAGEMENT: INDIVIDUAL ITEMS

Type of Training	Percentage Indicating Need (1)
Ordering material	66.3
Weeding collection	72.5
Cataloging	64.6
Selecting material	73.1
Assigning Dewey numbers	63.5
Assigning subject headings	62.9
Repairing materials	57.9
Processing material	53.3
Circulation methods	55.6
Pamphlet file organization	69.2

N = 480

(1) Proportion of respondents indicating either "definitely need" or "probably need" training on each item. The exact same scale was used for all the training need tables.

Table I.D.2

COLLECTION MANAGEMENT: TOTAL TRAINING NEEDS

Number Training Needs	Percentage
0 - 2	13.8
3 - 5	25.8
6 - 8	26.0
9 - 10	34.4

N = 480 Mean = 6.4

Table I.D.3

ADMINISTRATION: INDIVIDUAL ITEMS

Type of Training	Percentage Indicating Need
Arrangement of space	55.6
Preparation of budget	53.0
Preparation of reports	49.6
Setting library goals	72.0
Setting up library files	70.0
Selecting and ordering library equipment	55.8

N = 464

Table I.D.4

ADMINISTRATION: TOTAL TRAINING NEEDS

Number Training Needs	Percentage
0 - 2	33.2
3 - 4	28.0
5 - 6	38.8

N = 464 Mean = 3.6

Table I.D.5

AUTOMATION AND NEW TECHNOLOGY: INDIVIDUAL ITEMS

Type of Training	Percentage Indicating Need
Elementary microcomputer programming	60.1
On-line searching of commercial data bases	44.3
Microcomputer applications for small libraries	77.8
Educational value of microcomputers	57.3
Selecting microcomputer equipment	53.3
Selecting microcomputer software	60.4

N = 424

Table I.D.6

AUTOMATION AND NEW TECHNOLOGY: TOTAL TRAINING NEEDS

Number Training Needs	Percentage
0 - 2	36.1
3 - 4	17.9
5 - 6	46.0

N = 424 Mean = 3.5

Table I.D.7

USER SERVICES: INDIVIDUAL TRAINING ITEMS

Type of Training	Percentage Indicating Need
Interlibrary loan	39.6
Reference books	68.1
Reference interview and search strategies	56.4
Recommending adult materials	37.7
Recommending children's materials	67.7
Recommending young adult materials	63.2
Recommending Canadian materials	74.5
Setting up library programs	77.2
Special services (handicapped, foreign languages, etc)	37.9

N = 470

Table I.D.8

USER SERVICES: TOTAL TRAINING NEEDS

Number Training Needs	Percentage
0 - 2	17.7
3 - 5	32.9
6 - 8	36.2
9	13.2

N = 470

Table I.D.9

NON-PRINT MEDIA: INDIVIDUAL TRAINING ITEMS

Type of Training	Percentage Indicating Need
Audio-visual equipment(selection, use, maintenance)	59.8
Audio-visual materials,(selection, use, maintenance)	62.8
Organization and storage of audio-visual materials	57.9
Production of audio-visual materials	48.3

N = 435

Table I.D.10

NON-PRINT MEDIA: TOTAL TRAINING NEEDS

Number of Training Needs	Percentage
0-1	34.9
2-3	28.9
4	36.2

N = 435 Mean = 2.3

Table I.D.11

DEALING WITH PEOPLE: INDIVIDUAL TRAINING NEEDS

Type of Training	Percentage Indicating Need
Staff Supervision	31.3
Dealing with Library Boards and Administrators	45.4
Library marketing/public relations	53.3
Public Speaking	42.2
Writing Techniques	43.9
Running Meetings	30.8
Dealing with Children	49.5

N = 467

Table I.D.12

DEALING WITH PEOPLE: TOTAL TRAINING NEEDS

Number Training Needs	Percentage
0 - 1	34.5
2 - 4	37.7
5 - 7	27.8

N = 467 Mean = 3.0

Table Series I.E
Learning Preferences

Table I.E.1

INTEREST IN RECEIVING LIBRARY COURSE INFORMATION

Degree of Interest	Percentage
Yes, definitely	70.4
Yes, probably	23.5
Probably not	4.7
Definitely not	1.4

N = 493

Table I.E.2

REASONS FOR INTEREST IN LIBRARY TRAINING

Reason	Percentage
Personal upgrading	68.9
Apply for better position	18.6
Do better job	88.6

N = 463

Table I.E.3

IMPORTANCE OF CERTIFICATE OR CREDIT TRANSFER

Importance	Percentage Certificate	Credit Transfer
Very important	39.7	35.6
Moderately important	38.8	32.6
Not very important	14.9	19.6
Not at all important	6.6	12.3

N (certificate) = 484 N (credit transfer) = 480

Table I.E.4

PROGRAM TYPE DESIRABILITY

Program Type	Percentage Indicating Desirability
One year program while working	39.9
Two year program while working	29.5
One or two courses per year	53.5

N = 454

Table I.E.5

LEARNING METHOD DESIRABILITY

Learning Method	Percentage Indicating Desirability
Written materials	30.7
Video-tapes with written materials	36.6
Written materials with audio-visual materials	20.5
Teleconferencing	15.5
Satellite/cable television	5.3
Written materials with periodic group discussion	39.5
Makes no difference	9.7
Not sure	12.2

N = 476

Table I.E.6

TIME WILLING TO DEVOTE TO PROGRAM

Hours/Week	Percentage
Less than 2	6.2
2 - 3	25.6
4 - 5	36.0
6 - 7	19.8
8 or more	12.4

N = 469

Table I.E.7

FREQUENCY WILLING TO MEET AT CENTRAL LOCATION

Frequency	Percentage
Once a week	33.5
Once every two weeks	18.1
Once a month	28.4
Every 3 weeks	11.5
Not at all	8.5

N = 404

Table I.E.8

LENGTH OF TIME WILLING TO TRAVEL TO MEETING

Time	Percentage
Thirty minutes or less	32.2
One hour	47.8
Ninety minutes	6.6
Two hours	1.7
More than two hours	1.7

N = 404

APPENDIX II
COMPARISON OF PUBLIC, SCHOOL, AND COMBINED LIBRARIES

Table Series II.A
DEMOGRAPHIC AND JOB RELATED CHARACTERISTICS BY LIBRARY TYPE

Table II.A.1 LIBRARIAN AGE BY LIBRARY TYPE

Table II.A.2 DRIVING TIME TO LARGER CENTRE BY LIBRARY TYPE

Table II.A.3 HOURS OF WORK BY LIBRARY TYPES

Table II.A.4 DISTRIBUTION OF HOURS WORKED BY LIBRARY TYPE

Table II.A.5 YEARS WORKED BY LIBRARY TYPE

Table II.A.6 PROPORTION RECEIVING SUPERVISION BY LIBRARY TYPE

Table II.A.7 PROPORTION SUPERVISING ADULTS BY LIBRARY TYPE

Appendix II
Comparison of Public, School, and Combined Libraries

Table Series II.B
LIBRARY CHARACTERISTICS BY LIBRARY TYPE

Table II.B.1 TOTAL NUMBER BOOKS BY LIBRARY TYPE

Table II.B.2 BOOK DISTRIBUTION BY LIBRARY TYPES

Table II.B.3 TOTAL PERIODICALS BY LIBRARY TYPE

Table II.B.4 PERIODICAL DISTRIBUTION BY LIBRARY TYPE

Table II.B.5 TOTAL AUDIO-VISUAL ITEMS BY LIBRARY TYPE

Table II.B.6 AUDIO-VISUAL DISTRIBUTION BY LIBRARY TYPE

Table II.B.7 COLLECTION AND LIBRARY USE INCREASE BY LIBRARY TYPE

Table II.B.8 WEEKLY LIBRARY OPERATING HOURS BY LIBRARY TYPE

Table II.B.9 DISTRIBUTION OF WEEKLY LIBRARY OPERATING HOURS BY LIBRARY TYPE

Table II.B.10 INDIVIDUAL LIBRARY SERVICES PROVIDED BY LIBRARY TYPE

Table II.B.11 TOTAL NUMBER OF LIBRARY SERVICES PROVIDED BY LIBRARY TYPE

Table II.B.12 INDIVIDUAL CENTRAL LIBRARY SERVICES RECEIVED BY LIBRARY TYPE

Table II.B.13 TOTAL NUMBER OF CENTRALIZED LIBRARY SERVICES RECEIVED BY LIBRARY TYPE

Table Series II.C
STAFF EDUCATIONAL BACKGROUND BY LIBRARY TYPE

Table II.C.1 EDUCATION ATTAINMENT BY LIBRARY TYPE

Table II.C.2 CURRENT ENROLLMENT IN FORMAL COURSES BY LIBRARY TYPE

Table II.C.3 PREVIOUS LIBRARY COURSES BY LIBRARY TYPE

Table II.C.4 PREVIOUS DISTANCE EDUCATION COURSES BY LIBRARY TYPE

Table Series II.D
SELF-REPORTED TRAINING NEEDS BY LIBRARY TYPE

Table II.D.1 COLLECTION MANAGEMENT TRAINING NEEDS BY LIBRARY TYPE

Table II.D.2 TOTAL NUMBER OF COLLECTION MANAGEMENT TRAINING NEEDS BY LIBRARY TYPE

Table II.D.3 ADMINISTRATION TRAINING NEEDS BY LIBRARY TYPE

Table II.D.4 TOTAL NUMBER OF ADMINISTRATION TRAINING NEEDS BY LIBRARY TYPE

Table II.D.5 AUTOMATION AND NEW TECHNOLOGY TRAINING NEEDS BY LIBRARY TYPE

Table II.D.6 TOTAL NUMBER OF NEW TECHNOLOGY TRAINING NEEDS BY LIBRARY TYPES

Table II.D.7 USER SERVICES TRAINING NEEDS BY LIBRARY TYPES

Table II.D.8 TOTAL NUMBER OF USER SERVICE TRAINING NEEDS BY LIBRARY TYPE

Table II.D.9 NON-PRINT MEDIA TRAINING NEEDS BY LIBRARY TYPE

Table II.D.10 TOTAL NUMBER OF NON-PRINT MEDIA TRAINING NEEDS BY LIBRARY TYPE

Table II.D.11 PEOPLE-ORIENTED TRAINING NEEDS BY LIBRARY TYPE

Table II.D.12 TOTAL NUMBER OF PEOPLE-ORIENTED TRAINING NEEDS BY LIBRARY TYPE

Appendix II
Comparison of Public, School, and Combined Libraries

Table Series II.E
LEARNING PREFERENCES BY LIBRARY TYPE

Table II.E.1 DEFINITE INTEREST IN LIBRARY COURSE INFORMATION BY LIBRARY TYPE

Table II.E.2 REASON FOR INTEREST IN LIBRARY TRAINING BY LIBRARY TYPE

Table II.E.3 IMPORTANCE OF CERTIFICATE BY LIBRARY TYPE

Table II.E.4 IMPORTANCE OF CREDIT TRANSFERABILITY BY LIBRARY TYPE

Table II.E.5 TRAINING PROGRAM TYPE PREFERENCES BY LIBRARY TYPE

Table II.E.6 PREFERENCE FOR WRITTEN COURSE MATERIALS BY LIBRARY TYPE

Table II.E.7 PREFERENCE FOR VIDEO WITH WRITTEN MATERIALS BY LIBRARY TYPE

Table II.E.8 PREFERENCE FOR WRITTEN MATERIALS WITH AUDIO-VISUAL BY LIBRARY TYPE

Table II.E.9 PREFERENCE FOR TELECONFERENCING BY LIBRARY TYPES

Table II.E.10 PREFERENCE FOR SATELLITE OR CABLE TELEVISION BY LIBRARY TYPE

Table II.E.11 PREFERENCE FOR WRITTEN MATERIALS WITH INSTRUCTOR BY LIBRARY TYPES

Table II.E.12 STUDY TIME WILLINGNESS BY LIBRARY TYPE

Table II.E.13 MEETING FREQUENCY WILLINGNESS BY LIBRARY TYPE

Table II.E.14 TRAVELLING TIME WILLINGNESS BY LIBRARY TYPE

Table Series II.A
Demographic and Job Related Characteristics by Library Type

Table II.A.1

LIBRARIAN AGE BY LIBRARY TYPE (1)

Type	Mean Age
Public (139)	3.70
School (308)	3.59
Combined (51)	3.63

F value = 0.50 (2 d.f.); p < .61

(1) Age measured on a 6 point scale; the higher the number, the older the individual (see Table I.A.1 for the age ranges)

Table II.A.2

DRIVING TIME TO LARGER CENTRE BY LIBRARY TYPE

Type	Mean Time (Minutes)
Public (122)	77.2
School (260)	90.0
Combined (51)	83.1

F value = 1.08 (2 d.f.); p < .34

Appendix II
Comparison of Public, School, and Combined Libraries

Table II.A.3

HOURS OF WORK BY LIBRARY TYPES

Type	Mean Hours/Week
Public (139)	18.2
School (304)	22.0
Combined (49)	25.6

F value = 9.18 (2 d.f.); $p < .001$

Table II.A.4

DISTRIBUTION OF HOURS WORKED BY LIBRARY TYPE

Hours/Week	Percentage Distribution		
	Public (N=139)	School (N=304)	Combined (N=49)
Less than 10	24.5	20.7	18.4
10 - 19	32.3	20.4	8.1
20 - 29	21.6	17.8	23.5
30 and over	21.6	41.1	51.0

Table II.A.5

YEARS WORKED BY LIBRARY TYPE

Type	Mean Years
Public (138)	5.9
School (302)	6.3
Combined (50)	7.0

F value = 0.99 (2 d.f.); $p < .37$

Table II.A.6

PROPORTION RECEIVING SUPERVISION BY LIBRARY TYPE

Type	Percentage with Supervisor
Public (137)	22.6
School (308)	41.2
Combined (51)	41.2

Chi-square = 14.87 (2 d.f.); p < .001

Table II.A.7

PROPORTION SUPERVISING ADULTS BY LIBRARY TYPE

Type	Percentage Supervising Adults
Public (141)	65.7
School (299)	26.1
Combined (48)	50.0

Chi-square = 63.96 (2 d.f.); p < .001

Appendix II
Comparison of Public, School, and Combined Libraries

Table Series II.B
Library Characteristics by Library Type

Table II.B.1

TOTAL NUMBER BOOKS BY LIBRARY TYPE

Type	Mean Books
Public (139)	10,076.2
School (291)	6,516.1
Combined (49)	8,467.1

F value = 19.2 (2 d.f.); p < .001

Table II.B.2

BOOK DISTRIBUTION BY LIBRARY TYPES

Books	Percentage Distribution		
	Public (N=136)	School (N=282)	Combined (N=48)
Less than 2000	4.4	10.3	8.3
2000 - 4000	14.7	16.7	4.1
4001 - 6000	19.9	27.7	10.5
6001 - 8000	8.8	17.4	29.2
8001 - 10,000	13.2	15.6	18.8
Over 10,000	39.0	27.3	29.2

Table II.B.3

TOTAL PERIODICALS BY LIBRARY TYPE

Type	Mean Periodicals
Public (139)	23.5
School (291)	23.4
Combined (49)	25.3

F value = 0.12 (2 d.f.); $p < .88$

Table II.B.4

PERIODICAL DISTRIBUTION BY LIBRARY TYPE

Periodicals	Percentage Distribution		
	Public (N=123)	School (N=281)	Combined (N=48)
10 or less	40.7	29.5	16.7
11 - 20	24.4	30.2	35.4
21 - 30	8.1	17.8	27.1
31 - 40	10.6	10.7	8.3
41 - 50	2.4	5.0	4.2
Over 50	13.8	6.8	8.4

Table II.B.5

TOTAL AUDIO-VISUAL ITEMS BY LIBRARY TYPE

Type	Mean AV Items
Public (139)	77.4
School (291)	220.1
Combined (49)	187.5

F value = 11.91 (2 d.f.); $p < .001$

Table II.B.6

AUDIO-VISUAL DISTRIBUTION BY LIBRARY TYPE

Audio-Visual Items	Percentage Distribution		
	Public (N=139)	School (N=291)	Combined (N=49)
None	60.4	26.8	38.8
1 - 100	23.7	33.0	32.7
101 - 200	5.0	11.3	8.2
201 - 300	4.3	4.8	2.0
301 - 400	0.0	4.1	0.0
401 - 500	0.7	5.2	4.1
Over 500	6.8	14.8	14.3

Table II.B.7

COLLECTION AND LIBRARY USE INCREASE BY LIBRARY TYPE (1)

Type	Size Increase (2)	Use Increase (3)
Public (135)	4.3	4.4
School (298)	3.8	3.8
Combined (50)	4.0	3.9

(1) Increase measured on a 5 point scale; the greater the number the greater the increase (see Table I.B.7 for the increase ranges).
(2) F value (size) = 20.86 (2 d.f.); $p < .001$
(3) F value (use) = 23.07 (2 d.f.); $p < .001$

Table II.B.8

WEEKLY LIBRARY OPERATING HOURS BY LIBRARY TYPE

Type	Mean Hours/Week
Public (140)	22.0
School (301)	30.9
Combined (50)	31.0

F value = 34.1 (2 d.f.); $p < .001$

Table II.B.9

DISTRIBUTION OF WEEKLY LIBRARY OPERATING HOURS BLIBRARY TYPE

Operating Hours	Percentage Distribution		
	Public (N=140)	School (N=301)	Combined (N=50)
10 or less	28.6	6.6	10.0
11 - 20	24.3	5.7	10.0
21 - 30	26.4	29.9	12.0
31 - 40	9.3	54.1	62.0
Over 40	11.4	1.7	6.0

Appendix II
Comparison of Public, School, and Combined Libraries

Table II.B.10

INDIVIDUAL LIBRARY SERVICES PROVIDED BY LIBRARY TYPE

Type of Service	Percentage Providing		
	Public (N=141)	School (N=294)	Combined (N= 51)
Adult Program	23.0	1.0	21.6 *
Quick Reference answers	67.4	74.8	72.5
Story Hours	74.5	42.9	51.0 *
Other children's programming	51.1	36.4	25.5 *
Inter-Library loan	93.6	38.8	64.7 *
Laminating	9.2	33.7	29.4 *
Dubbing tapes	1.4	20.1	15.7 *
Production of materials	5.0	13.6	7.8 *
Videotaping	1.4	30.3	25.5 *
Extensive reference searches	27.7	41.2	39.2 *
On-line access to commercial databases	1.4	1.7	0.0
Recommend books of interest to appropriate patrons	94.3	87.4	88.2
Circulation of audio-visual equipment	21.3	67.0	51.0 *
Maintenance of audio-visual equipment	9.9	48.3	29.4 *
Provision of a professional teacher's collection	0.0	59.9	43.1 *

N = 486
* Statistically significant differences at $p < .05$ using chi-square test with 2 d.f.

Table II.B.11

TOTAL NUMBER OF LIBRARY SERVICES PROVIDED BY LIBRARY TYPE

Type	Mean Number Services (Max. 15)
Public (141)	4.9
School (294)	6.0
Combined (51)	5.6

F value = 9.9 (2 d.f.); $p < .001$

Table II.B.12

INDIVIDUAL CENTRAL LIBRARY SERVICES RECEIVED BY LIBRARY TYPE

Type of Service	Percentage Receiving		
	Public (N=47)	School (N=147)	Combined (N=31)
Cataloging	87.2	48.3	61.3 *
Ordering	66.0	45.6	51.6
Processing	85.1	44.9	61.3 *
Consultant Services	83.0	48.3	64.5 *
Books by Mail	76.6	35.4	31.6 *
Workshops/continuing education	85.1	55.8	74.2 *
Audio-Visual materials	38.3	77.6	58.1 *
Rotating Book collections	87.2	28.6	54.8 *
Interlibrary loan	97.9	57.1	77.4 *
System wide borrowing cards	34.0	6.8	12.9 *
Telephone reference	76.6	25.9	45.2 *
System wide public relations	31.9	13.6	32.3 *
Laminating	46.8	58.5	58.1
Production of materials	14.9	28.6	9.7 *
Dubbing tapes	0.0	47.6	25.8 *
Videotaping	0.0	46.8	22.6 *
Extensive reference searches	53.2	28.6	41.9 *
Book services in other languages	83.0	23.1	41.9 *
Circulation of audio-visual equipment	21.3	43.5	25.8 *
Maintenance of audio-visual equipment	14.9	44.2	32.3 *
Books for visually and physically impaired	87.2	23.1	58.1 *
On-line access to commercial data bases	14.9	5.4	12.9
Provision of a professional teacher's collection	4.3	30.6	35.5 *

N = 277 (includes only libraries which are part of a centralized system)
* Statistically significant differences at $p < .05$ using chi-square test with 2 d.f.

Table II.B.13

TOTAL NUMBER OF CENTRALIZED LIBRARY SERVICES RECEIVED BY LIBRARY TYPE

Type	Mean Number services (Max. 23)
Public (47)	11.9
School (147)	8.7
Combined (31)	10.1

F value = 8.7 (2 d.f.); $p < .001$

Table Series II.C
Staff Educational Background by Library Type

Table II.C.1

EDUCATION ATTAINMENT BY LIBRARY TYPE (1)

Type	Educational Level
Public (140)	3.9
School (307)	4.0
Combined (51)	3.7

F value = 1.51 (2 d.f.); p < .22

(1) Education rated on a 6 point scale; the higher the number the greater the education (see Table I.C.1 for the educational level ranges)

Table II.C.2

CURRENT ENROLLMENT IN FORMAL COURSES BY LIBRARY TYPE

Type	Percentage Enrolled
Public (141)	13.5
School (307)	19.2
Combined (51)	9.8

Chi-square = 4.21 (2 d.f.); p < .12

Table II.C.3

PREVIOUS LIBRARY COURSES BY LIBRARY TYPE

Type	Percentage with courses
Public (141)	79.4
School (302)	65.9
Combined (50	80.0

Chi-square = 10.69 (2 d.f.); p < .01

Table II.C.4

PREVIOUS DISTANCE EDUCATION COURSES BY LIBRARY TYPE

Type	Percentage with courses
Public (132)	37.1
School (289)	31.8
Combined (50)	36.0

Chi-square = 1.26 (2 d.f.); p < .53

Table Series II.D
Self-reported Training Needs by Library Type

Table II.D.1

COLLECTION MANAGEMENT TRAINING NEEDS BY LIBRARY TYPE

Type of Training	Percentage Indicating Need		
	Public (N=133)	School (N=297)	Combined (N=49)
Ordering materials	62.4	68.0	67.3
Weeding collection	66.2	76.1	69.4
Cataloging	58.6	66.0	71.4
Selecting materials	68.4	75.4	71.4
Assigning Dewey numbers	63.9	62.6	67.3
Assigning subject headings	60.2	63.3	67.3
Repairing materials	60.9	56.2	59.2
Processing materials	45.9	55.9	59.2
Circulation methods	57.1	55.6	51.0
Pamphlet file organization	66.9	69.4	75.5

N = 479
In no cases were difference among library types significantly different at $p < .05$ using chi-square tests with 2 d.f.

Table II.D.2

TOTAL NUMBER OF COLLECTION MANAGEMENT TRAINING NEEDS BY LIBRARY TYPE

Type	Number Training Needs (Max. 10)
Public (133)	6.1
School (297)	6.5
Combined (49)	6.6

F value = 0.61 (2 d.f.); $p < .44$

Table II.D.3

ADMINISTRATION TRAINING NEEDS BY LIBRARY TYPE

Type of Training	Percentage Indicating Need		
	Public (N=125)	School (N=291)	Combined (N=47)
Arrangement of space	46.4	58.8	61.7 *
Preparation of budget	55.2	51.2	59.6
Preparation of reports	55.2	46.4	55.3
Setting library goals	74.4	69.8	78.7
Setting up library files	62.4	71.8	78.7
Selecting and ordering library equipment	46.4	58.4	66.0 *

N = 463
* Differences statistically significant beyond $p < .05$ using chi-square tests with 2 d.f.

Table II.D.4

TOTAL NUMBER OF ADMINISTRATION TRAINING NEEDS BY LIBRARY TYPE

Type	Number Training Needs (Max. 6)
Public (125)	3.4
School (291)	3.6
Combined (47)	4.0

F value = 1.54 (2 d.f.); $p < .22$

Table II.D.5

AUTOMATION AND NEW TECHNOLOGY TRAINING NEEDS BY LIBRARY TYPE

Type of Training	Percentage Indicating Need		
	Public (N=107)	School (N=270)	Combined (N=46)
Elementary microcomputer programming	49.5	62.6	71.7 *
On-line searching of commercial data bases	34.6	47.4	50.0
Microcomputer applications for small libraries	69.2	80.0	84.8 *
Educational value of microcomputers	48.6	59.6	63.0
Selecting microcomputer equipment	46.7	55.9	54.3
Selecting microcomputer software	46.7	65.2	55.2 *

N = 424
* Statistically significant difference beyond $p < .05$ using chi-square tests with 2 d.f.

Table II.D.6

TOTAL NUMBER OF NEW TECHNOLOGY TRAINING NEEDS BY LIBRARY TYPES

Type	Number Training Needs (Max. 6)
Public (107)	3.0
School (270)	3.7
Combined (46)	3.9

F value = 4.74 (2 d.f.); $p < .01$

Table II.D.7

USER SERVICES TRAINING NEEDS BY LIBRARY TYPES

Type of Training	Percentage Indicating Need		
	Public (N=133)	School (N=289)	Combined (N=47)
Interlibrary loan	38.3	38.8	46.8
Reference books	63.9	68.5	76.6
Reference interview and search strategies	54.1	57.1	57.4
Recommending adult materials	58.6	21.5	76.6 *
Recommending children's materials	57.9	70.6	76.6*
Recommending young adult materials	62.4	60.9	78.7
Recommending Canadian materials	66.9	76.1	85.1 *
Setting up library programs	77.4	76.5	83.0
Special services (handicapped, foreign languages, etc.)	39.1	35.6	46.8

N = 469
* Statistically significant difference beyond $p < .05$ using chi-square tests with 2 d.f.

Table II.D.8

TOTAL NUMBER OF USER SERVICE TRAINING NEEDS BY LIBRARY TYPE

Type	Number Training Needs (Max. 9)
Public (133)	5.2
School (289)	5.1
Combined (47)	6.3

F value = 4.60 (2 d.f.); $p < .01$

Table II.D.9

NON-PRINT MEDIA TRAINING NEEDS BY LIBRARY TYPE

Type of Training	Percentage Indicating Need		
	Public (N=112)	School (N=277)	Combined (N=45)
Audio-visual equipment (selection, use, maintenance)	58.0	60.3	62.2
Audio-visual materials, (selection, use, maintenance)	61.6	63.5	62.2
Organization and storage of audio-visual materials	51.8	59.9	62.2
Production of audio-visual materials	45.5	49.1	51.1

N = 434; In no cases were differences statistically significant.

Table II.D.10

TOTAL NUMBER OF NON-PRINT MEDIA TRAINING NEEDS BY LIBRARY TYPE

Type	Number Training Needs (Max. 4)
Public (112)	2.2
School (277)	2.3
Combined (45)	2.4

F value = 0.44 (2 d.f.); $p < .64$

Appendix II
Comparison of Public, School, and Combined Libraries

Table II.D.11

PEOPLE-ORIENTED TRAINING NEEDS BY LIBRARY TYPE

Type of Training	Percentage Indicating Need		
	Public (N=135)	School (N=283)	Combined (N=48)
Staff supervision	37.0	28.6	31.3
Dealing with Library Boards and administrators	51.9	41.0	54.2
Library marketing/public relations	76.3	42.8	50.0 *
Public speaking	58.5	35.7	35.4 *
Writing techniques	57.0	30.2	41.7 *
Running meetings	37.8	25.1	45.8 *
Dealing with children	45.9	49.5	60.4

N = 466
* Statistically significant differences beyond p < .05 using chi-square tests with 2 d.f.

Table II.D.12

TOTAL NUMBER OF PEOPLE-ORIENTED TRAINING NEEDS BY LIBRARY TYPE

Type	Number Training Needs (Max. 7)
Public (135)	3.6
School (283)	2.6
Combined (48)	3.2

F value = 9.94 (2 d.f.); p < .001

Table Series II.E
Learning Preferences by Library Type

Table II.E.1

DEFINITE INTEREST IN LIBRARY COURSE INFORMATION BY LIBRARY TYPE

Type	Percentage Definitely Interested
Public (138)	71.7
School (304)	69.7
Combined (50)	70.0

Chi-square = 0.19 (2 d.f.); p < .91

Table II.E.2

REASON FOR INTEREST IN LIBRARY TRAINING BY LIBRARY TYPE

Type	Reason (%)		
	Personal Upgrade	Better Position	Do Better Job
Public (128)	64.1	16.4	91.4
School (288)	68.4	18.1	88.9
Combined (46)	84.8	28.3	80.4
Chi-square (2 d.f.)	6.84	3.30	4.09
Significance (p <)	.03	.19	.13

Table II.E.3

IMPORTANCE OF CERTIFICATE BY LIBRARY TYPE (1)

Type	Mean Importance
Public (134)	2.9
School (300)	3.2
Combined (49)	3.3

F value = 7.52 (2 d.f.); p < .001
(1) Importance measured on a four point scale, the higher the number, the greater the importance (see Table I.E.3 for the importance ranges).

Table II.E.4

IMPORTANCE OF CREDIT TRANSFERABILITY BY LIBRARY TYPE (1)

Type	Mean Importance
Public (133)	2.7
School (298)	3.0
Combined (48)	3.2

F value = 4.70 (2 d.f.); p < .01
(1) Importance measured on a 6 point scale; the higher the number the greater the importance (see Table I.E.3 for the importance ranges).

Table II.E.5

TRAINING PROGRAM TYPE PREFERENCES BY LIBRARY TYPE

Type	Preferences (%) One year while working	Two years while working	One/two courses per year
Public (126)	32.5	30.2	60.3
School (282)	42.9	28.7	51.1
Combined (45)	42.2	33.3	48.9
Chi-square (2 d.f.)	4.01	0.42	3.41
Significance (p <)	.13	.81	.18

Table II.E.6

PREFERENCE FOR WRITTEN COURSE MATERIALS BY LIBRARY TYPE

Type	Percentage Written
Public (132)	33.3
School (296)	28.0
Combined (47)	38.3
Chi-square = 2.69 (2 d.f.); p < .26	

Table II.E.7

PREFERENCE FOR VIDEO WITH WRITTEN MATERIALS BY LIBRARY TYPE

Type	Percentage Preferring
Public (132)	28.8
School (296)	38.2
Combined (47)	48.9
Chi-square = 6.87 (2 d.f.); p < .03	

Table II.E.8

PREFERENCE FOR WRITTEN MATERIALS WITH AUDIO-VISUALCOURSE BY LIBRARY TYPE

Type	Percentage Preferring
Public (132)	22.0
School (296)	19.3
Combined (47)	27.7

Chi-square = 1.88 (2 d.f.); p < .39

Table II.E.9

PREFERENCE FOR TELECONFERENCING BY LIBRARY TYPES

Type	Percentage Preferring
Public (132)	12.1
School (296)	16.9
Combined (47)	17.0

Chi-square = 1.66 (2 d.f.); p < .44

Table II.E.10

PREFERENCE FOR SATELLITE OR CABLE TELEVISION BY LIBRARY TYPE

Type	Percentage Preferring
Public (132)	6.8
School (296)	5.1
Combined (47)	2.1

Chi-square = 1.59 (2 d.f.); p < .45

Table II.E.11

PREFERENCE FOR WRITTEN MATERIALS WITH INSTRUCTOR BY LIBRARY TYPES

Type	Percentage Preferring
Public (132)	38.6
School (296)	41.9
Combined (47)	27.7

Chi-square = 3.50 (2 d.f.); p < .17

Table II.E.12

STUDY TIME WILLINGNESS BY LIBRARY TYPE (1)

Type	Time Willingness (Hrs/Wk)
Public (131)	3.1
School (291)	3.0
Combined (46)	3.5

F value = 2.83 (2 d.f.), p < .06

Table II.E.13

MEETING FREQUENCY WILLINGNESS BY LIBRARY TYPE (1)

Type	Meeting Willingness
Public (128)	3.1
School (292)	3.8
Combined (48)	3.5

F value = 11.90 (2 d.f.); p < .001

(1) Willingness to meet measured on a 5 point scale; the higher the number, the more often individuals willing to meet (see Table I.E.7 for the willingness ranges.)

Table II.E.14

TRAVELLING TIME WILLINGNESS BY LIBRARY TYPE

Type	Travelling Time (Minutes)
Public (108)	62.0
School (212)	60.8
Combined (43)	63.7

F value = 0.11 (2 d.f.); $p < .90$

APPENDIX III
COMPARISON OF REGIONAL AND NON-REGIONAL PUBLIC AND SCHOOL LIBRARIES (*)

Table Series III.A
DEMOGRAPHIC AND RELATED CHARACTERISTIC BY REGIONAL STATUS

Table III.A.1 LIBRARIAN AGE BY REGIONAL STATUS

Table III.A.2 DRIVING TIME TO LARGER CENTRE BY REGIONAL STATUS

Table III.A.3 HOURS OF WORK BY REGIONAL STATUS

Table III.A.4 DISTRIBUTION OF HOURS WORKED BY REGIONAL STATUS

Table III.A.5 YEARS WORKED BY REGIONAL STATUS

Table III.A.6 PROPORTION RECEIVING SUPERVISION BY REGIONAL STATUS

Table III.A.7 PROPORTION SUPERVISING ADULTS BY REGIONAL STATUS

(*) Regional means library is part of a regional library system or is served by an instructional materials center.

Appendix III
Comparison of Regional and Non-regional Public and School Libraries

Table Series III.B
LIBRARY CHARACTERISTICS BY REGIONAL STATUS

Table III.B.1 TOTAL NUMBER BOOKS BY REGIONAL STATUS

Table III.B.2 BOOK DISTRIBUTION BY REGIONAL STATUS

Table III.B.3 TOTAL PERIODICALS BY REGIONAL STATUS

Table III.B.4 PERIODICAL DISTRIBUTION BY REGIONAL STATUS

Table III.B.5 TOTAL AUDIO-VISUAL ITEMS BY REGIONAL STATUS

Table III.B.6 AUDIO VISUAL DISTRIBUTION BY REGIONAL STATUS

Table III.B.7 COLLECTION AND LIBRARY USE INCREASE BY REGIONAL STATUS

Table III.B.8 WEEKLY LIBRARY OPERATING HOURS BY REGIONAL STATUS

Table III.B.9 DISTRIBUTION OF WEEKLY LIBRARY OPERATING HOURS BY REGIONAL STATUS

Table III.B.10 INDIVIDUAL LIBRARY SERVICES PROVIDED BY REGIONAL STATUS

Table III.B.11 TOTAL NUMBER OF LIBRARY SERVICES PROVIDED BY REGIONAL STATUS

Table Series III.C
STAFF EDUCATIONAL BACKGROUND BY REGIONAL STATUS

Table III.C.1 EDUCATIONAL ATTAINMENT BY REGIONAL STATUS

Table III.C.2 CURRENT ENROLLMENT IN FORMAL COURSES BY REGIONAL STATUS

Table III.C.3 PREVIOUS LIBRARY COURSES BY REGIONAL STATUS

Table III.C.4 PREVIOUS DISTANCE EDUCATION COURSES BY REGIONAL STATUS

Table Series III.D
SELF-REPORTED TRAINING NEEDS BY REGIONAL STATUS

Table III.D.1 COLLECTION MANAGEMENT TRAINING BY REGIONAL STATUS

Table III.D.2 TOTAL NUMBER OF COLLECTION MANAGEMENT TRAINING NEEDS BY REGIONAL STATUS

Table III.D.3 ADMINISTRATION TRAINING NEEDS BY REGIONAL STATUS

Table III.D.4 TOTAL NUMBER OF ADMINISTRATION TRAINING NEEDS BY REGIONAL STATUS

Table III.D.5 AUTOMATION AND NEW TECHNOLOGY TRAINING NEEDS BY REGIONAL STATUS

Table III.D.6 TOTAL NUMBER OF AUTOMATION AND NEW TECHNOLOGY TRAINING NEEDS

Table III.D.7 USER SERVICES TRAINING NEEDS BY REGIONAL STATUS

Table III.D.8 TOTAL NUMBER OF USER SERVICE TRAINING NEEDS BY REGIONAL STATUS

Table III.D.9 NON-PRINT MEDIA TRAINING NEEDS BY REGIONAL STATUS

Table III.D.10 TOTAL NUMBER OF NON-PRINT MEDIA TRAINING NEEDS BY REGIONAL STATUS

Table III.D.11 PEOPLE-ORIENTED TRAINING NEEDS BY REGIONAL STATUS

Table III.D.12 TOTAL NUMBER OF PEOPLE-ORIENTED TRAINING NEEDS BY REGIONAL STATUS

Appendix III
Comparison of Regional and Non-regional Public and School Libraries

Table Series III.E
LEARNING PREFERENCES BY REGIONAL STATUS

Table III.E.1 DEFINITE INTEREST IN LIBRARY COURSE INFORMATION BY REGIONAL STATUS

Table III.E.2 REASON FOR INTEREST IN LIBRARY TRAINING BY REGIONAL STATUS

Table III.E.3 IMPORTANCE OF CERTIFICATE AND CREDIT TRANSFERABILITY

Table III.E.4 TRAINING PROGRAM TYPE PREFERENCE BY REGIONAL STATUS

Table III.E.5 LEARNING METHOD DESIRABILITY BY REGIONAL STATUS

Table III.E.6 STUDY TIME WILLINGNESS BY REGIONAL STATUS

Table III.E.7 MEETING FREQUENCY WILLINGNESS BY REGIONAL STATUS

Table III.E.8 TRAVELLING TIME WILLINGNESS BY REGIONAL STATUS

Table Series III.A
Demographic and Job Related Characteristic by Regional Status

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Table III.A.1

LIBRARIAN AGE BY REGIONAL STATUS (1)

Status	Mean Age
Public	
Non-regional (105)	3.8
Regional (66)	3.6
School	
Non-regional (238)	3.6
Regional (88)	3.5

T value: Public: 0.93; p < .36
School: 0.90; p < .37

(1) Age measured on a 6 point scale: the higher the number, the older the individual (see Table I.A.1 for the age ranges)

Table III.A.2

DRIVING TIME TO LARGER CENTRE BY REGIONAL STATUS

Status	Mean Driving Time (Minutes)
Public	
Non-regional (92)	85.4
Regional (62)	71.0
School	
Non-regional (205)	95.7
Regional (77)	57.7

T value: Public: 1.16; p < .25
School: 5.53; p < .001

Table III.A.3

HOURS OF WORK BY REGIONAL STATUS

Status	Mean Hours Per Week
Public	
Non-regional (106)	19.6
Regional (63)	19.3
School	
Non-regional (236)	22.8
Regional (85)	22.4

T value: Public: 0.15; $p < .88$
School: 0.30; $p < .77$

Table III.A.4

DISTRIBUTION OF HOURS WORKED BY REGIONAL STATUS

Hours Worked	Percentage Distribution			
	Public		School	
	Non-regional (N=106)	Regional (N=66)	Non-regional (N=236)	Regional (N=88)
Less than 10	25.5	20.6	19.5	20.0
10 - 19	23.6	31.8	18.2	21.2
20 - 29	23.5	23.8	18.2	18.8
30 and over	27.4	23.8	44.1	40.0

Table III.A.5

YEARS WORKED BY REGIONAL STATUS

Status	Mean Years
Public	
Non-regional (106)	6.5
Regional (63)	6.2
School	
Non-regional (236)	6.4
Regional (85)	6.8
T value: Public: 0.3; p < .79	
School: 0.9; p < .39	

Table III.A.6

PROPORTION RECEIVING SUPERVISION BY REGIONAL STATUS

Status	Percentage with Supervision
Public	
Non-Regional (107)	25.2
Regional (64)	28.1
School	
Non-regional (239)	38.1
Regional (88)	48.9
Chi-square: Public: 0.06; p < .81	
School: 2.7; p < .10	

Table III.A.7

PROPORTION SUPERVISING ADULTS BY REGIONAL STATUS

Status	Percentage Supervising Adults
Public	
Non-regional (106)	63.2
Regional (62)	58.2
School	
Non-regional (228)	30.7
Regional (87)	28.7
Chi-square: Public: 0.25; p < .62	
School: 0.04; p < .84	

Table Series III.B
Library Characteristics by Regional Status

Table III.B.1

TOTAL NUMBER BOOKS BY REGIONAL STATUS

Status	Mean Books
Public	
Non-regional (104)	10,858.6
Regional (65)	8,525.7
School	
Non-regional (228)	6,788.5
Regional (81)	6,400.1

T value: Public: 2.43; $p < .02$
School: 0.78; $p < .43$

Table III.B.2

BOOK DISTRIBUTION BY REGIONAL STATUS

Books	Percentage Distribution			
	Public		School	
	Non-regional (N=103)	Regional (N=62)	Non-Regional (N=222)	Regional (N=78)
Less than 2000	3.9	4.8	9.0	10.3
2000 - 4000	12.6	8.1	14.9	14.1
4001 - 6000	12.6	25.8	23.9	29.5
6001 - 8000	11.6	17.8	18.9	21.8
8001 - 10,000	18.5	12.9	19.3	11.6
Over 10,000	40.8	30.6	14.0	11.4

Table III.B.3

TOTAL PERIODICALS BY REGIONAL STATUS

Status	Mean Periodicals
Public	
Non-regional (104)	25.6
Regional (65)	22.2
School	
Non-regional (228)	23.1
Regional (81)	25.4
T value: Public: 0.81; p < .42	
School: 0.86; p < .39	

Table III.B.4

PERIODICAL DISTRIBUTION BY REGIONAL STATUS

Periodicals	Percentage Distribution			
	Public		School	
	Non-regional (N=93)	Regional (N=63)	Non-Regional (N=222)	Regional (N=78)
10 or less	31.2	39.7	28.4	23.1
11 - 20	28.0	27.0	30.6	30.8
21 - 30	11.8	12.7	17.6	25.6
31 - 40	11.8	7.9	11.7	7.7
41 - 50	3.2	3.2	5.4	3.8
Over 50	14.0	9.5	6.3	9.0

Table III.B.5

TOTAL AUDIO-VISUAL ITEMS BY REGIONAL STATUS

Status	Mean AV Items
Public	
Non-regional (104)	107.8
Regional (65)	46.0
School	
Non-regional (228)	226.6
Regional (81)	183.9

T value: Public: 2.26; $p < .03$
School: 1.06; $p < .29$

Table III.B.6

AUDIO VISUAL DISTRIBUTION BY REGIONAL STATUS

Audio Visual Items	Percentage Distribution			
	Public		School	
	Non-regional (N=104)	Regional (N=65)	Non-Regional (N=228)	Regional (N=81)
None	52.9	61.5	28.1	25.9
1 - 100	24.0	30.8	32.0	37.0
101 - 200	7.7	3.1	11.8	11.1
201 - 300	4.8	1.5	3.9	6.2
301 - 400	0.0	0.0	2.6	6.2
401 - 500	2.9	0.0	4.8	4.9
Over 500	7.7	3.1	16.8	8.6

Table III.B.7

COLLECTION AND LIBRARY USE INCREASE BY REGIONAL STATUS (1)

Status	Size Increase	Use Increase
Public		
Non-regional (104)	4.2	4.3
Regional (64)	4.2	4.4
School		
Non-regional (233)	3.8	3.8
Regional (83)	3.8	4.0

T value (size): Public: 0.14; $p < .89$
School: 0.10; $p < .92$
T value (use) : Public: 0.71; $p < .48$
School: 1.74; $p < .08$

(1) Increase measured on a 5 point scale; the greater the number the greater the increase (see Table I.B.7 for the increase ranges).

Table III.B.8

WEEKLY LIBRARY OPERATING HOURS BY REGIONAL STATUS

Status	Mean Hours per Week
Public	
Non-regional (106)	24.5
Regional (66)	23.0
School	
Non-regional (236)	30.8
Regional (83)	32.1

T value: Public: 0.70; $p < .48$
School: 0.78; $p < .43$

Table III.B.9

DISTRIBUTION OF WEEKLY LIBRARY OPERATING HOURS BY REGIONAL STATUS

Operating Hours	Percentage Distribution			
	Public		School	
	Non-regional (N=106)	Regional (N=66)	Non-Regional (N=236)	Regional (N=83)
10 or less	22.6	27.3	6.4	4.8
11 - 20	21.7	21.2	7.2	3.6
21 - 30	24.6	21.2	28.3	27.7
31 - 40	17.9	24.2	56.8	60.3
Over 40	13.2	6.1	1.3	3.6

Appendix III
Comparison of Regional and Non-regional Public and School Libraries

Table III.B.10

INDIVIDUAL LIBRARY SERVICES PROVIDED BY REGIONAL STATUS

Type of Service	Percentage Distribution			
	Public		School	
	Non-regional (N=107)	Regional (N=66)	Non-Regional (N=229)	Regional (N=83)
Adult programs	22.4	24.2	4.8	3.5
Quick reference answers	66.4	69.7	76.4	72.9
Story hours	70.1	66.7	42.8	48.2
Other children's programming	43.9	50.0	33.2	37.6
Interlibrary loan	82.2	97.0 *	32.3	74.1
Laminating	12.1	13.6	33.6	31.8
Dubbing tapes	2.8	3.0	20.5	17.6
Production of materials	6.5	0.0	15.3	4.7 *
Videotaping	3.7	7.6	29.3	31.8
Extensive reference searches	25.2	33.3	39.7	44.7
On-line access to commercial databases	0.9	1.5	1.3	2.4
Recommend books of interest to appropriate patrons	94.4	92.4	91.3	81.2 *
Circulation of audio-visual equipment	28.0	22.7	65.5	68.2
Maintenance of audio-visual equipment	14.0	10.6	45.4	49.4
Provision of a professional teacher's collection	1.9	18.2 *	52.4	70.6 *

* Statistically significant difference beyond $p < .05$ using chi-square tests with 1 d.f.

Table III.B.11

TOTAL NUMBER OF LIBRARY SERVICES PROVIDED BY REGIONAL STATUS

Status	Mean Number Services (Max. 15)
Public	
Non-regional (107)	4.7
Regional (66)	5.1
School	
Non-regional (229)	5.8
Regional (85)	6.4

T value: Public: 1.11; $p < .27$
School: 1.60; $p < .11$

Table Series III.C
Staff Educational Background by Regional Status

Table III.C.1
EDUCATIONAL ATTAINMENT BY REGIONAL STATUS (1)

Status	Educational Level
Public	
Non-regional (106)	4.0
Regional (66)	3.6
School	
Non-regional (238)	4.0
Regional (87)	4.1

T value: Public: 1.85; $p < .07$
School: 0.99; $p < .32$

(1) Education rated on a 6 point scale; the higher the number, the greater the educational level (see Table I.C.1 for the educational level ranges).

Table III.C.2

CURRENT ENROLLMENT IN FORMAL COURSES BY REGIONAL STATUS

Status	Percentage Enrolled
Public	
Non-regional (107)	10.3
Regional (66)	12.1
School	
Non-regional (239)	18.8
Regional (87)	14.9

Chi-square: Public: 0.02; $p < .90$
School: 0.42; $p < .52$

Table III.C.3

PREVIOUS LIBRARY COURSES BY REGIONAL STATUS

Status	Percentage with Courses
Public	
Non-regional (106)	84.9
Regional (66)	72.7
School	
Non-regional (236)	65.7
Regional (84)	79.8
Chi-square: Public: 3.07; p < .08	
School: 5.14; p < .02	

Table III.C.4

PREVIOUS DISTANCE EDUCATION COURSES BY REGIONAL STATUS

Status	Percentage with Courses
Public	
Non-regional (100)	38.0
Regional (64)	37.5
School	
Non-regional (229)	35.4
Regional (80)	27.5
Chi-square: Public: 0.01; p < .99	
School: 1.32; p < .25	

Appendix III
Comparison of Regional and Non-regional Public and School Libraries

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Table Series III.D
Self-reported Training Needs by Regional Status

Table III.D.1

COLLECTION MANAGEMENT TRAINING BY REGIONAL STATUS

Type of Training	Percentage Indicating Need			
	Public		School	
	Non-Regional (N=99)	Regional (N=64)	Non-Regional (N=227)	Regional (N=86)
Ordering materials	63.6	59.4	67.0	61.6
Weeding collection	66.7	67.2	74.9	70.9
Cataloging	62.6	59.4	58.7	61.6
Selecting materials	66.7	70.3	74.4	70.9
Assigning Dewey numbers	67.7	59.4	63.4	61.6
Assigning subject headings	66.7	51.6	65.2	58.2
Repairing materials	61.6	60.9	58.1	51.2
Processing materials	51.5	46.9	58.6	51.2
Circulation methods	56.6	56.3	55.5	51.2
Pamphlet file organization	64.6	79.7	68.7	77.9

In no cases were differences statistically significant beyond $p < .05$.

Table III.D.2

TOTAL NUMBER OF COLLECTION MANAGEMENT TRAINING NEEDS BY REGIONAL STATUS

Status	Number Training Needs (Max. 10)
Public	
Non-regional (99)	6.3
Regional (64)	6.1
School	
Non-regional (227)	6.5
Regional (86)	6.2

T value: Public: 0.35; $p < .73$
School: 0.96; $p < .34$

Table III.D.3

ADMINISTRATION TRAINING NEEDS BY REGIONAL STATUS

Type of Training	Percentage Indicating Need			
	Public		School	
	Non-Regional (N=93)	Regional (N=62)	Non-Regional (N=222)	Regional (N=83)
Arrangement of space	45.2	61.3	58.6	57.8
Preparation of budget	54.8	61.3	51.4	50.6
Preparation of reports	52.7	61.3	46.4	50.6
Setting up library goals	75.5	80.6	70.7	71.1
Seting up library files	57.0	82.3 *	68.9	77.1
Selecting and ordering library equipment	48.4	56.5	58.6	57.8

* Statistically significant differences beyond $p < .05$ using chi-square tests with 1 d.f.

Table III.D.4

TOTAL NUMBER OF ADMINISTRATION TRAINING NEEDS BY REGIONAL STATUS

Status	Number Training Needs (Max. 6)
Public	
Non-regional (93)	3.3
Regional (62)	4.0
School	
Non-regional (222)	3.5
Regional (83)	3.7

T value: Public: 2.12; $p < .04$
School: 0.41; $p < .68$

Table III.D.5

AUTOMATION AND NEW TECHNOLOGY TRAINING NEEDS BY REGIONAL STATUS

Type of Training	Percentage Indicating Need			
	Public		School	
	Non-Regional (N=82)	Regional (N=54)	Non-Regional (N=208)	Regional (N=81)
Elementary microcomputer programming	48.8	68.5 *	64.4	65.4
On-line searching of commercial databases	37.8	46.3	48.6	50.6
Microcomputer applications for small libraries	69.5	81.5	81.3	80.2
Educational value of microcomputers	46.3	68.5 *	60.1	60.5
Selecting microcomputer equipment	48.8	53.7	56.3	56.8
Selecting microcomputer software	52.4	55.6	66.3	64.2

* Statistically significant difference beyond $p < .05$ using chi-square tests with 1 d.f.

Table III.D.6

TOTAL NUMBER OF AUTOMATION AND NEW TECHNOLOGY TRAINING NEEDS BY REGIONAL STATUS

Status	Number Training Needs (Max. 6)
Public	
Non-regional (82)	3.0
Regional (54)	3.7
School	
Non-regional (208)	3.8
Regional (81)	3.8

T value: Public: 1.64; $p < .10$
School: 0.03; $p < .98$

Table III.D.7

USER SERVICES TRAINING NEEDS BY REGIONAL STATUS

Type of Training	Percentage Indicating Need			
	Public		School	
	Non-Regional (N=99)	Regional (N=62)	Non-Regional (N=223)	Regional (N=82)
Interlibrary loan	36.4	40.3	43.0	31.7
Reference books	66.7	67.7	71.7	59.8
Reference interview and search strategies	51.5	58.1	57.8	54.9
Recommending adult materials	60.6	71.0	28.3	24.4
Recommending children's material	62.6	66.1	73.1	62.2
Recommending young adult materials	65.7	69.4	64.6	63.4
Recommending Canadian materials	69.7	72.6	79.8	70.7
Setting up library programs	80.8	79.0	78.0	73.2
Special services (handicapped, foreign languages, etc)	43.4	40.3	36.8	36.6

In no cases were differences statistically significant beyond $p < .05$

Table III.D.8

TOTAL NUMBER OF USER SERVICE TRAINING NEEDS BY REGIONAL STATUS

Status	Number Training Needs (Max. 9)
Public	
Non-regional (99)	5.4
Regional (62)	5.6
School	
Non-regional (223)	5.3
Regional (82)	4.8

T value: Public: 0.59; $p < .56$
School: 1.77; $p < .08$

Table III.D.9

NON-PRINT MEDIA TRAINING NEEDS BY REGIONAL STATUS

Type of Training	Percentage Indicating Need			
	Public		School	
	Non-Regional (N=83)	Regional (N=57)	Non-Regional (N=214)	Regional (N=79)
Audio-visual equipment (selection, use, maintenance)	59.0	50.9	58.9	62.0
Audio-visual materials, (selection, use, maintenance)	63.9	54.4	61.7	64.6
Organization and storage of audio-visual materials	56.6	49.1	58.9	63.3
Production of audio-visual materials	48.2	43.9	50.9	45.6

In no cases were differences statistically significant beyond $p < .05$

Table III.D.10

TOTAL NUMBER OF NON-PRINT MEDIA TRAINING NEEDS BY REGIONAL STATUS

Status	Number Training Needs (Max. 4)
Public	
Non-regional (83)	2.3
Regional (57)	2.0
School	
Non-regional (214)	2.3
Regional (79)	2.4

T value: Public: 0.99; $p < .33$
School: 0.24; $p < .81$

Table III.D.11

PEOPLE-ORIENTED TRAINING NEEDS BY REGIONAL STATUS

Type of Training	Percentage Indicating Need			
	Public		School	
	Non-Regional (N=99)	Regional (N=66)	Non-Regional (N=220)	Regional (N=83)
Staff supervision	40.4	30.3	30.0	30.1
Dealing with library boards and administrators	47.5	62.1	44.5	42.2
Library marketing/ public relations	70.7	71.2	44.5	45.8
Public speaking	54.5	53.0	36.8	33.7
Writing techniques	53.5	54.5	41.8	34.9
Running meetings	38.4	47.0	30.5	25.3
Dealing with children	47.5	53.0	52.3	45.8

In no cases were differences statistically significant beyond $p < .05$

Table III.D.12

TOTAL NUMBER OF PEOPLE-ORIENTED TRAINING NEEDS BY REGIONAL STATUS

Status	Number Training Needs (Max. 7)
Public	
Non-regional (99)	3.5
Regional (66)	3.7
School	
Non-regional (220)	2.8
Regional (83)	2.6

T value: Public: 0.51; $p < .61$
School: 0.79; $p < .43$

Table Series III.E
Learning Preferences by Regional Status

Table III.E.1

DEFINITE INTEREST IN LIBRARY COURSE INFORMATION BY REGIONAL STATUS

Status	Percentage Definitely Interested
Public	
Non-regional (103)	72.8
Regional (66)	68.2
School	
Non-regional (234)	67.9
Regional (87)	79.3

Chi-square: Public: 0.22; $p < .64$
: School: 3.45; $p < .06$

Table III.E.2

REASON FOR INTEREST IN LIBRARY TRAINING BY REGIONAL STATUS

Status	Reason (%) Personal Upgrading	Better Position	Better Job
Public			
Non-regional (92)	68.5	19.6	87.0
Regional (64)	70.3	15.6	87.1
School			
Non-regional (220)	72.7	18.2	87.3
Regional (82)	69.5	26.7	89.0

Chi-square (Upgrade): Public: 0.01; $p < .95$
School: 0.16; $p < .68$
Chi-square (Position): Public: 0.18; $p < .68$
School: 0.11; $p < .74$
Chi-square (Job): Public: 0.02; $p < .88$
School: 0.05; $p < .83$

Table III.E.3

IMPORTANCE OF CERTIFICATE AND CREDIT TRANSFERABILITY (1)
BY REGIONAL STATUS

Status	Mean Importance	
	Certificate	Credit Transfer
Public		
Non-regional (99)	2.8	2.6
Regional (66)	3.2	3.0
School		
Non-regional (233)	3.2	3.0
Regional (83)	3.3	3.1

T value (cert.) : Public: 2.24; $p < .03$
School: 1.41; $p < .16$
T value (credit): Public: 1.29; $p < .01$
School: -.83; $p < .41$

(1) Importance measured on a 4 point scale; the higher the number; the greater the importance (see Table I.E.3 for the importance ranges).

Table III.E.4

TRAINING PROGRAM TYPE PREFERENCE BY REGIONAL STATUS

Status	Preference (%)		
	One year while working	Two years while working	One/two course per year
Public			
Non-regional (91)	36.3	27.5	54.9
Regional (62)	33.9	30.6	61.3
School			
Non-regional (215)	42.8	28.8	52.1
Regional (80)	36.3	35.0	55.0

Chi-square (one year): Public: 0.02; $p < .90$
School: 0.78; $p < .38$
Chi-square (two years): Public: 0.06; $p < .81$
School: 0.77; $p < .38$
Chi-square (one/two): Public: 0.38; $p < .54$
School: 0.10; $p < .75$

Table III.E.5

LEARNING METHOD DESIRABILITY BY REGIONAL STATUS

Status	Preferences (%)					
	Written material	Videotapes with written materials	Written materials and other AV materials	Telecon-ferencing	Satellite or cable television	Written materials with group discussion
Public						
Non-regional (96)	33.3	30.2	27.1	16.7	7.3	41.7
Regional (64)	40.6	34.4	21.9	9.4	4.7	28.7
School						
Non-regional (229)	29.3	39.3	24.5 *	20.5	5.7	38.0
Regional (83)	27.7	37.3	12.0	12.0	3.6	50.6

* Statistically significant difference beyond $p < .05$ using chi-square test with 1 d.f.

Table III.E.6

STUDY TIME WILLINGNESS BY REGIONAL STATUS (1)

Status	Time Willingness (Hrs/Wk)
Public	
Non-regional (94)	3.3
Regional (64)	3.1
School	
Non-regional (224)	3.1
Regional (83)	3.3

T value: Public: 1.17; $p < .25$
School: 1.17; $p < .24$

(1) Willingness measured on a 6 point scale; the higher the number the more hours librarian willing to devote to program (see Table I.E.6 for the willingness ranges).

Table III.E.7

MEETING FREQUENCY WILLINGNESS BY REGIONAL STATUS (1)

Status	Meeting Willingness
Public	
Non-regional (94)	3.1
Regional (63)	3.3
School	
Non-regional (227)	3.7
Regional (83)	4.0

T value: Public: 0.56; $p < .58$
School: 1.85; $p < .07$

(1) Willingness to meet measured on a 5 point scale; the higher the number the more frequently librarian willing to meet (see Table I.E.7 for the willingness ranges).

Table III.E.8

TRAVELLING TIME WILLINGNESS BY REGIONAL STATUS

Status	Travelling Time (Minutes)
Public	
Non-regional (79)	63.8
Regional (53)	65.0
School	
Non-regional (194)	61.3
Regional (76)	53.1

T value: Public: 0.18 $p < .86$
School: 1.48 $p < .14$

APPENDIX IV
RELATIONSHIP OF AGE, LENGTH OF SERVICE, AND EDUCATION TO TRAINING NEEDS, INTERESTS, AND LEARNING PREFERENCES

Table Series IV.A
EFFECT OF AGE

Table IV.A.1 RELATIONSHIP TO AGE TO TRAINING NEEDS

Table IV.A.2 CERTIFICATE AND CREDIT TRANSFER IMPORTANCE BY AGE

Table IV.A.3 TIME AND TRAVEL WILLING TO DEVOTE TO PROGRAM BY AGE

Table IV.A.4 DEFINITE LIBRARY COURSE INTEREST BY AGE

Table IV.A.5 PROGRAM TYPE DESIRABILITY BY AGE

Table IV.A.6 LEARNING METHOD DESIRABILITY BY AGE

Table Series IV.B
EFFECT OF LENGTH OF SERVICE

Table IV.B.1 RELATIONSHIP OF SERVICE TO TRAINING NEEDS

Table IV.B.2 CERTIFICATE AND CREDIT TRANSFER IMPORTANCE BY SERVICE

Table IV.B.3 TIME AND TRAVEL WILLING TO DEVOTE TO PROGRAM BY SERVICE

Table IV.B.4 DEFINITE LIBRARY COURSE INTEREST BY SERVICE

Table IV.B.5 PROGRAM TYPE DESIRABILITY BY SERVICE

Table IV.B.6 LEARNING METHOD DESIRABILITY BY SERVICE

Table Series IV.C
EFFECT OF EDUCATION

Table IV.C.1 RELATIONSHIP OF EDUCATION TO TRAINING NEEDS

Table IV.C.2 CERTIFICATE AND CREDIT TRANSFER IMPORTANCE BY EDUCATION

Table IV.C.3 TIME AND TRAVEL WILLING TO DEVOTE TO PROGRAM BY EDUCATION

Table IV.C.4 DEFINITE LIBRARY COURSE INTEREST BY EDUCATION

Table IV.C.5 PROGRAM TYPE DESIRABILITY BY EDUCATION

Table IV.C.6 LEARNING METHOD DESIRABILITY BY SERVICE

Table Series IV.A
Effect of Age

Table IV.A.1

RELATIONSHIP TO AGE TO TRAINING NEEDS (1)

Training Needs	Number of Needs	
	Low Age	High Age
Collection Management (Max. 10)	6.8	6.0 *
Administration (Max. 6)	3.8	3.4 *
Automation/New technology (Max. 6)	3.5	3.6
User Services (Max. 9)	5.6	4.9 *
Non-Print Media (Max. 4)	2.4	2.2
Dealing with People (Max. 7)	3.1	2.8

N = 481

* Statistically significant beyond $p < .05$ using t-test for comparison of means.

(1) Age in this and subsequent tables is broken down as follows:
Low age - 39 or under (N= 247)
High Age - over 39 (N=250)

Table IV.A.2

CERTIFICATE AND CREDIT TRANSFER IMPORTANCE BY AGE (1)

Type	Importance	
	Low Age	High Age
Certificate	3.3	3.0 *
Credit transfer	3.0	2.8 *

N = 488
* Statistically significant difference beyond $p < .05$ using t-test for comparison of means.
(1) Importance measured on a 4 point scale; the higher the number; the greater the importance (see Table I.E.3 for the importance ranges).

Table IV.A.3

TIME AND TRAVEL WILLING TO DEVOTE TO PROGRAM BY AGE

Time and Travel	Willingness	
	Low Age	High Age
Time per week (6 point scale)	3.2	3.0
Frequency of meeting (5 point scale)	2.4	2.4
Travel time (minutes)	63.1	59.3

N = 468
In no cases were differences significant beyond $p < .05$ using t-test for comparison of means.
See Table I.E.6 for the time per week ranges and Table I.E.7 for the frequency of meeting ranges.

Table IV.A.4

DEFINITE LIBRARY COURSE INTEREST BY AGE

Age	Percentage Definitely Interested
Low	74.0
High	67.2

N = 491
Chi-square = 2.4; $p < .12$

Table IV.A.5
PROGRAM TYPE DESIRABILITY BY AGE

Program Type	Percentage Desiring Low Age	Percentage Desiring High Age
One year program	59.7	60.6
Two year program	65.5	75.7 *
One/two courses per year	53.5	38.9 *

N = 452
* Statistically significant differences beyond $p < .05$ using chi-square tests with 1 d.f.

Table IV.A.6

LEARNING METHOD DESIRABILITY BY AGE

Learning Method	Percentage Desiring Low Age	Percentage Desiring High Age
Written materials	27.9	33.6
Videotapes with written materials	37.9	35.5
Audio-Visual with written materials	20.8	20.1
Teleconferencing	12.9	18.4
Satellite/Cable television	4.2	6.4
Written with group discussions	33.3	45.7 *

N = 474

* Statistically significant difference beyond $p < .05$ using chi-square test with 1 d.f.

Table Series IV.B
Effect of Length of Service

Table IV.B.1

RELATIONSHIP OF SERVICE TO TRAINING NEEDS (1)

Training Need	Number of Needs	
	Low Service	High Service
Collection Management (Max. 10)	7.0	5.7 *
Administration (Max. 6)	3.7	3.4
Automation/New technology (Max. 6)	3.4	3.7
User Services (Max. 9)	5.6	4.8 *
Non-Print Media (Max. 4)	2.3	2.3
Dealing with People (Max. 7)	3.0	3.0

N = 456
(1) Service in this and subsequent tables is broken down as follows:
Low service - 5 years or less (N=259)
High service - more than 5 years (N=228)
* Statistically significant beyond $p < .05$ using t-test for comparison of means.

Table IV.B.2

CERTIFICATE AND CREDIT TRANSFER IMPORTANCE BY SERVICE (1)

Type	Importance	
	Low Service	High Service
Certificate	3.2	3.1
Credit Transfer	3.0	2.9

N = 469; differences not significant beyond $p < .05$
(1) Importance measured on a 4 point scale; the higher the number; the greater the importance (see Table I.E.3 for the importance ranges).

Table IV.B.3

TIME AND TRAVEL WILLING TO DEVOTE TO PROGRAM BY SERVICE

Time/Travel	Willingness	
	Low Service	High Service
Time per week (6 point scale)	3.2	3.1
Frequency of meetings (5 point scale)	2.5	2.3
Travel Time (minutes)	63.6	58.4

N = 496
In no cases were differences significant beyond $p < .05$
See Table I.E.6 for the time per week ranges and Table I.E.7 for the frequency of meeting ranges.

Table IV.B.4

DEFINITE LIBRARY COURSE INTEREST BY SERVICE

Age	Percentage Definitely Interested
Low	70.6
High	70.4

N = 491
Chi-square= 0.01; $p < .99$

Table IV.B.5

PROGRAM TYPE DESIRABILITY BY SERVICE

Program Type	Percentage Desiring Low Service	Percentage Desiring High Service
One year program	41.5	38.9
Two year program	32.0	26.6
One/two courses per year	48.1	58.6 *

N = 444
* Difference statistically significant beyond $p < .05$ using chi-square tests with 1 d.f.

Table IV.B.6

LEARNING METHOD DESIRABILITY BY SERVICE

Learning Method	Percentage Desiring Low Service	Percentage Desiring High Service
Written materials	31.1	29.0
Videotapes with written materials	34.7	39.3
Audio-Visual with written materials	21.9	19.6
Teleconferencing	13.1	18.2
Satellite/Cable television	5.2	5.6
Written with group discussions	36.7	43.5

N = 465
In no cases were differences significant beyond $p < .05$ using chi-square tests with 1 d.f.

Table Series IV.C
Effect of Education

Table IV.C.1

RELATIONSHIP OF EDUCATION TO TRAINING NEEDS (1)

Training Needs	Number of Needs	
	Low Education	High Education
Collection management (Max. 10)	6.7	6.2
Administration (Max. 6)	3.6	3.6
Automation/new technology (Max. 6)	3.5	3.6
User services (Max. 9)	5.4	5.1
Non-print media (Max. 4)	2.2	2.3
Dealing with people (Max. 7)	3.1	2.9

N = 464
(1) Education in this and subsequent tables is broken down as follows:
Low Education - is high school diploma or less (N=187)
High Education - is more than high school diploma (N=310)
In no cases were differences statistically significant beyond $p < .05$ using t-tests for comparison of means.

Table IV.C.2

CERTIFICATE AND CREDIT TRANSFER IMPORTANCE BY EDUCATION (1)

Type	Importance	
	Low Education	High Education
Certificate	3.2	3.1
Credit Transfer	3.0	2.9

N = 478; differences not significant beyond $p < .05$
(1) Importance measured on a 4 point scale; the higher the number; the greater the importance (see Table I.E.3 for the importance ranges).

Table IV.C.3

TIME AND TRAVEL WILLING TO DEVOTE TO PROGRAM BY EDUCATION

Time/Travel	Willingness	
	Low Education	High Education
Time per week (6 point scale)	3.2	3.1
Frequency of meetings (5 point scale)	2.5	2.4
Travel time (minutes)	61.8	61.2

N = 469
In no cases were differences significant beyond $p < .05$
See Table I.E.6 for the time per week ranges and Table I.E.7 for the frequency of meeting ranges.

Table IV.C.4

DEFINITE LIBRARY COURSE INTEREST BY EDUCATION

Education	Percentage Definitely Interested
Low	69.7
High	70.9

N = 491
Chi-square = 0.03; $p < .85$

Table IV.C.5
PROGRAM TYPE DESIRABILITY BY EDUCATION

Program Type	Percentage Desiring	
	Low Education	High Education
One year program	45.7	36.0 *
Two year program	33.1	27.3
One/two courses per year	48.6	56.8

N = 453
* Differences statistically significant beyond $p < .05$ using chi-square tests with 1 d.f.

Table IV.C.6

LEARNING METHOD DESIRABILITY BY SERVICE

Learning Method	Percentage Desiring Low Education	Percentage Desiring High Education
Written materials	37.6	26.3 *
Videotapes with written materials	37.6	36.0
Audio-Visual with written materials	15.2	23.7 *
Teleconferencing	11.8	17.8
Satellite/Cable television	3.4	6.4
Written with group discussions	39.3	39.7

N = 475
* Differences statistically significant beyond $p < .05$ using chi-square test with 1 d.f.

APPENDIX V
SURVEY OF SCHOOL SUPERINTENDENTS: FREQUENCY DISTRIBUTIONS

Table V.1 STATUS OF LIBRARIANS

Table V.2 USE OF SALARY GRID FOR PAID LIBRARIANS

Table V.3 FORMAL TRAINING REQUIREMENTS OF LIBRARIANS

Table V.4 TYPE OF TRAINING OF LIBRARIANS

Table V.5 ENCOURAGEMENT TO PARTICIPATE IN TRAINING PROGRAM

Table V.6 HIRING PREFERENCES REGARDING TRAINED LIBRARIANS

Appendix V
Survey of School Superintendents: Frequency Distributions

Table V.1

STATUS OF LIBRARIANS

Status	Percentage
All are paid	95.0
Some are paid	5.0
All volunteers	0.0

N = 60

Table V.2

USE OF SALARY GRID FOR PAID LIBRARIANS

Grid Use	Percentage
All on grid	71.7
Some on grid	20.0
Grid not used	8.3

N = 60

Table V.3

FORMAL TRAINING REQUIREMENTS OF LIBRARIANS

Training	Percentage
Must have training	28.3
Not required	71.7

N = 60

Table V.4

TYPE OF TRAINING OF LIBRARIANS

Training	Percentage Indicating (1)
All are certified teachers with university library courses	6.7
Some are certified teachers with university library courses	33.3
Some are certified teachers without university library courses	13.3
All have library technician diplomas	3.3
Some have library technician diplomas	18.3
All have some other type of formal library training	5.0
Some have some other type of formal library training	41.7
Other	37.7

N = 60
(1) Do not add to 100%; not mutually exclusive

Table V.5

ENCOURAGEMENT TO PARTICIPATE IN TRAINING PROGRAM

Encouragement	Percentage Indicating
Pay to attend classes during working hours	26.9
Pay to attend classes outside working hours	17.3
Higher salary upon completion of program	32.7
Pay for course fees	63.5
Verbal or written encouragement	53.8
Would not encourage	1.9

N = 52

Table V.6

HIRING PREFERENCES REGARDING TRAINED LIBRARIANS

Preferences	Percentage Saying Yes
Would hire trained over non-trained	100.0
Would hire trained even if more costly	94.0

N = 50

APPENDIX VI
SURVEY OF LIBRARY BOARDS: FREQUENCY DISTRIBUTIONS

TABLE VI.1 STATUS OF LIBRARIAN

Table VI.2 METHOD OF PAYMENT TO LIBRARIAN

Table VI.3 TRAINING OF LIBRARIAN

Table VI.4 TYPE OF TRAINING OF LIBRARIAN

Table VI.5 ENCOURAGEMENT TO PARTICIPATE IN TRAINING PROGRAM

Table VI.6 HIRING PREFERENCES REGARDING TRAINED LIBRARIANS

Appendix VI
Survey of Library Boards: Frequency Distributions

TABLE VI.1

STATUS OF LIBRARIAN

Status	Percentage
Paid salary	70.0
Paid honorarium	19.2
Volunteer	10.8

N = 120

Table VI.2

METHOD OF PAYMENT TO LIBRARIAN

Method	Percentage
City salary grid	9.4
Salary set by library board	66.0
Honorarium set by library board	18.9
Other	5.7

N = 106

Table VI.3

TRAINING OF LIBRARIAN

Training	Percentage
Has training	55.0
Does not have training	45.0

N = 111

Table VI.4

TYPE OF TRAINING OF LIBRARIAN

Training	Percentage
Library workshops	30.5
Teacher training	5.1
Grant MacEwan/SAIT courses	18.6
Library technician diploma	8.5
MLS/BLS	13.6
University library courses	3.4
Correspondence courses (not SAIT)	6.8
On-job training	13.6

N = 59

Table VI.5

ENCOURAGEMENT TO PARTICIPATE IN TRAINING PROGRAM

Encouragement	Percentage Indicating
Pay to attend classes during working hours	15.3
Pay to attend classes outside working hours	14.3
Higher salary upon completion of program	12.2
Pay for course fess	76.5
Verbal or written encouragement	53.1
Would not encourage	15.0

N = 78

Table VI.6

HIRING PREFERENCES REGARDING TRAINED LIBRARIANS

Preferences	Percentage Saying Yes
Would hire trained over non-trained	91.5
Would hire trained even if more cost	74.5

N = 94

APPENDIX VII
SURVEY OF FURTHER EDUCATION COUNCILS, CONSORTIA, AND COLLEGES
FREQUENCY DISTRIBUTIONS

Table VII.1 AVAILABILITY OF EQUIPMENT

Table VII.2 LOCATION OF EQUIPMENT

Table VII.3 AVAILABLE FACILITIES

Table VII.4 AVAILABILITY OF FACILITATORS

Appendix VII
Survey of Further Education Councils, Consortia, and Colleges

Table VII.1

AVAILABILITY OF EQUIPMENT

Equipment	Percentage Indicating Available			
	restricted to use in building	restricted to use by groups in building	may be borrowed by individuals	may be borrowed by groups
Videocassette Player				
Beta format	10.4	14.6	0.0	4.2
VHS format	31.3	41.7	2.1	14.6
3/4" format	22.9	31.3	2.1	14.6
Video-tape player				
Open reel 1/2"	12.5	12.5	2.1	0.0
Open reel 3/4"	8.3	12.5	0.0	0.0
Video-disc player	4.2	6.3	0.0	0.0
Audio-cassette player	37.3	43.8	18.8	31.3
Reel-reel tape recorder	12.5	25.0	0.0	6.3
35 mm slide projector	41.7	39.6	14.6	39.6
35 mm filmstrip projector	35.4	35.4	8.3	31.3
Overhead projector	47.9	45.8	14.6	37.5
Opaque projector	18.8	16.7	6.3	31.3
8 mm filmloop projector	4.2	12.5	0.0	4.2
Super 8 film projector	10.4	12.5	4.2	10.4
16 mm film projector	39.4	35.4	14.6	43.8
Microcomputer	31.3	39.6	2.1	4.2

N = 48

Table VII.2

LOCATION OF EQUIPMENT

Location	Percentage Indicating Available
College	36.2
School system	68.1
Government agencies	25.5
Clubs or churches	0.0
Private individuals	0.0

N = 47

Table VII.3

AVAILABLE FACILITIES

Facilities	Percentage Indicating Available
Conference/Classrooms	97.8
Teleconference	56.5
CAI/CML	10.9

N = 46

Table VII.4

AVAILABILITY OF FACILITATORS

Facilitators	Percentage Indicating Available
LPA	43.6
Teachers	46.2
Discussion Leaders	46.2
Exam Supervisors	84.6
A.V. Operators	66.7

N = 39

APPENDIX VIII
QUESTIONNAIRE FORMS USED IN DATA COLLECTION

SURVEY OF SCHOOL AND PUBLIC LIBRARY STAFF

SURVEY OF SCHOOL SUPERINTENDENTS

SURVEY OF LIBRARY BOARDS

SURVEY OF FURTHER EDUCATION COUNCILS

SURVEY OF CONSORTIA AND COLLEGES

Rural Library Training Project
Survey of School and Public Library Staff

Section I: PERSONAL AND JOB CHARACTERISTICS

1. What type of library do you work in? (Check all applicable)

Public ..... [ ]
Elementary school .... [ ]
Junior high school ... [ ]
Senior high school ... [ ]
Other (please specify)

_____

2. If you work in more than one type of library, are the libraries:

In one location ..... [ ]
In more than one location ... [ ]

3. Are you a paid employee or a volunteer?

Paid ..... [ ]
Volunteer ... [ ]

4. How many hours per week do you work in your library? _____

5. Approximately how long have you worked in a library? _____ (years)

6. In terms of average driving time, how long does it take you to drive to a city with a population of 5000 or more?

Not applicable, I live in a city of 5000 or more... [ ]
Hours and/or minutes to drive to a city of 5000 or more _____

7. How old are you?

Under 20 ..... [ ]
20 to 29 ..... [ ]
30 to 39 ..... [ ]
40 to 49 ..... [ ]
50 to 59 ..... [ ]
60 or over ... [ ]

8. Sex: male ... [ ] female ... [ ]

Appendix VIII
Questionnaire Forms Used in Data Collection

Section II: SUPERVISION and SERVICE

1. Do you have a supervisor?

Yes ... [ ] No ... [ ] (Please skip to question 3)

2. Is your supervisor a librarian?

Yes ... [ ] No ... [ ] (Please skip to question 3)

Where is this person located?

In the same library? ... [ ]
In a central office? ... [ ]
Other (please specify)

_____

How often do you have contact with the librarian (other than socially)?

Every day ..... [ ]
Two, three or four times per week ... [ ]
Once per week ..... [ ]
Two or three times per month ..... [ ]
Once per month..... [ ]
Other (please specify)

_____

As far as you know, what is this person's status in terms of training?

Library technician ..... [ ]
Professional librarian ... [ ]
Teacher-librarian ..... [ ]
Other (please specify)

_____ _____

3. Do you supervise other adults?

Yes ... [ ] No ... [ ] (Please skip to question 4)

Paid: number full-time _____ number part-time _____
Volunteers: number full-time _____ number part-time _____

4. How many hours per week is your library open (on the average)?

_____

5. What is the approximate size of your library collection (just give your best estimate)?

Number of book titles _____
Number of periodical subscriptions _____
Number of audio-visual items _____

6. In the last 2 years has the size of your overall collection:

Increased greatly ..... [ ]
Increased a little ..... [ ]
Stayed about the same ... [ ]
Decreased slightly ..... [ ]
Decreased greatly ..... [ ]

7. Of the following, which services do you provide or attempt to provide? (Check all applicable.)

Adult programs ..... [ ]
Quick reference answers ..... [ ]
Story hour ..... [ ]
Other children's programming ..... [ ]
Inter-library loan ..... [ ]
Laminating ..... [ ]
Dubbing tapes ..... [ ]
Production of materials ..... [ ]
Videotaping ..... [ ]
Extensive reference searches ..... [ ]
On-line access to commercial data bases ..... [ ]
Recommend books of interest to appropriate patrons ... [ ]
Circulation of audio-visual equipment ..... [ ]
Maintenance of audio-visual equipment ..... [ ]
Provision of a professional teacher's collection ..... [ ]
Other services (please list)

_____

8. In the last 2 years, do you feel the use of the library has

Increased greatly ..... [ ]
Increased a little ..... [ ]
Stayed about the same ... [ ]
Decreased slightly ..... [ ]
Decreased greatly ..... [ ]

9. If you work in a public library, is it part of a regional system?

Yes ... [ ] No ... [ ] Not applicable ... [ ]

10. If you work in a school library, is there a central instructional materials centre for the school system?

Yes ... [ ] No ... [ ] Not applicable ... [ ]

Is the school library part of a regional library system?

Yes ... [ ] No ... [ ] Not applicable ... [ ]

11. If you are part of a larger system (or if you receive services from more than one system; for example, regional library system and school IMC) what centralized services are provided? (Check all applicable)

Not part of central system ... [ ] (Please skip to Section III)

Cataloging ..... [ ]
Ordering ..... [ ]
Processing ..... [ ]
Consultant services ..... [ ]
Books by mail ..... [ ]
Workshops/continuing education ..... [ ]
Audio-visual materials ..... [ ]
Rotating book collections ..... [ ]
Interlibrary loan ..... [ ]
System wide borrowing cards ..... [ ]
Telephone reference ..... [ ]
System wide public relations ..... [ ]
Laminating ..... [ ]
Production of materials ..... [ ]
Dubbing tapes ..... [ ]
Videotaping ..... [ ]
Extensive reference searches ..... [ ]
Book services in other languages ..... [ ]
Circulation of audio-visual equipment ..... [ ]
Maintenance of audio-visual equipment ..... [ ]
Books for visually and physically impaired ..... [ ]
On-line access to commercial data bases .... [ ]
Provision of a professional teacher's collection ..... [ ]
Other services (please list)

_____

Section III: EDUCATIONAL BACKGROUND

1. What is your highest level of education?

Grade 9 or less ..... [ ]
Some high school ..... [ ]
High school diploma ..... [ ]
Some post-secondary training ..... [ ]
College diploma ..... [ ]
University degree ..... [ ]

2. Are you currently taking any courses that count towards a certificate, diploma or degree?

Yes, part-time ... [ ] Yes, full-time ... [ ] No ... [ ]

If no, when was the last time you took any courses that counted towards a certificate, diploma or degree?

In full-time study? ..... ____ (year)
In part-time study? ..... ____ (year)

3. Have you taken any post-secondary courses, workshops, seminars related to libraries?

Yes ... [ ] No ... [ ] (Please skip to question 4)

If yes, what institution were they from? (Check all applicable)

SAIT ..... [ ]
Grant MacEwan ..... [ ]
Alberta Culture ..... [ ]
Alberta Education ..... [ ]
Other institutions (please specify)

_____

List any conferences that you may have attended where you participated in workshops or seminars related to libraries:

_____

_____

4. Have you taken any distance education courses (library or non-library) such as the following and how did you feel about them?

Have not taken any ... [ ] (Please skip to Section IV)

	really liked	liked	O.K.	didn't like	hated	haven't taken
Teleconference	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Correspondence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Television or satellite	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
CML or CAI (computerized) ..	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
Other (please specify)						
_____	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
_____	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

5. Describe what you liked and didn't like about the distance education courses you took:

_____

_____

_____

_____

Section IV: COURSE NEEDS

Please indicate how much you feel you could use or would want library training in each of the areas below. Please check appropriate box for EACH item.

1. Collection Management

	definitely need	probably need	probably not need	definitely not need	not sure
Ordering materials	[ ]	[ ]	[ ]	[ ]	[ ]
Weeding collection	[ ]	[ ]	[ ]	[ ]	[ ]
Cataloging	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting materials	[ ]	[ ]	[ ]	[ ]	[ ]
Assigning Dewey numbers	[ ]	[ ]	[ ]	[ ]	[ ]
Assigning subject headings	[ ]	[ ]	[ ]	[ ]	[ ]
Repairing materials	[ ]	[ ]	[ ]	[ ]	[ ]
Processing materials	[ ]	[ ]	[ ]	[ ]	[ ]
Circulation methods	[ ]	[ ]	[ ]	[ ]	[ ]
Pamphlet file organization	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

_____

_____

2. Administration

	definitely need	probably need	probably not need	definitely not need	not sure
Arrangement of space	[ ]	[ ]	[ ]	[ ]	[ ]
Preparation of budget	[ ]	[ ]	[ ]	[ ]	[ ]
Preparation of reports	[ ]	[ ]	[ ]	[ ]	[ ]
Setting library goals	[ ]	[ ]	[ ]	[ ]	[ ]
Setting up library files	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting and ordering library equipment	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

_____

_____

3. Automation and New Technology

	definitely need	probably need	probably not need	definitely not need	not sure
Elementary microcomputer programming	[ ]	[ ]	[ ]	[ ]	[ ]
On-line searching of commercial data bases	[ ]	[ ]	[ ]	[ ]	[ ]
Microcomputer applications for small libraries	[ ]	[ ]	[ ]	[ ]	[ ]
Educational value of microcomputers	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting microcomputer equipment	[ ]	[ ]	[ ]	[ ]	[ ]
Selecting microcomputer software	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

4. User Services

	definitely need	probably need	probably not need	definitely not need	not sure
Interlibrary loan	[ ]	[ ]	[ ]	[ ]	[ ]
Reference books	[ ]	[ ]	[ ]	[ ]	[ ]
Reference interview and search strategies	[ ]	[ ]	[ ]	[ ]	[ ]
Recommending adult materials	[ ]	[ ]	[ ]	[ ]	[ ]
Recommending children's materials	[ ]	[ ]	[ ]	[ ]	[ ]
Recommending young adult materials	[ ]	[ ]	[ ]	[ ]	[ ]
Recommending Canadian materials	[ ]	[ ]	[ ]	[ ]	[ ]
Setting up library programs	[ ]	[ ]	[ ]	[ ]	[ ]
Special services (handicapped, foreign languages, etc.)	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

5. Non-print Media

	definitely need	probably need	probably not need	definitely not need	not sure
Audio-visual equipment (selection, use, maintenance)	[ ]	[ ]	[ ]	[ ]	[ ]
Audio-visual materials, (selection, use, maintenance)	[ ]	[ ]	[ ]	[ ]	[ ]
Organization and storage of audio-visual materials	[ ]	[ ]	[ ]	[ ]	[ ]
Production of audio-visual materials	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

_____

_____

6. Dealing With People

	definitely need	probably need	probably not need	definitely not need	not sure
Staff supervision	[ ]	[ ]	[ ]	[ ]	[ ]
Dealing with Library Boards and administrators	[ ]	[ ]	[ ]	[ ]	[ ]
Library marketing/ public relations	[ ]	[ ]	[ ]	[ ]	[ ]
Public speaking	[ ]	[ ]	[ ]	[ ]	[ ]
Writing techniques	[ ]	[ ]	[ ]	[ ]	[ ]
Running meetings	[ ]	[ ]	[ ]	[ ]	[ ]
Dealing with children	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

_____

_____

Section V: COURSE PREFERENCES/INTERESTS

1. Would you be interested in receiving information about library training courses?

   Yes, definitely .. [ ]
   Yes, probably .... [ ]
   Probably not ..... [ ]
   Definitely not ... [ ]

2. Would you be interested in a basic library training program: (Check all applicable)

   For personal upgrading ..... [ ]
   To apply for a better position ..... [ ]
   To do a better job in the library ..... [ ]
   Other reasons (please specify)

   _____

3. If a basic library training program were available what preferences would you have? (Check all applicable)

   Designed to be completed in one year while working ..... [ ]
   Designed to be completed in two years while working ..... [ ]
   Structured so that you could take one or two courses per year [ ]
   Other (please specify)

   _____

4. How important is it to you that any library training program in which you are involved grants a certificate of some kind?

   Very important ..... [ ]
   Moderately important ... [ ]
   Not very important ..... [ ]
   Not important at all ... [ ]

5. How important is it to you that any library training program in which you are involved be transferable toward the library technician diplomas granted by SAIT and Grant MacEwan Community College?

   Very important ..... [ ]
   Moderately important ... [ ]
   Not very important ..... [ ]
   Not important at all ... [ ]

6. Understanding that distance education courses are usually differe t than traditional classroom courses, how do you prefer to learn?

Written materials ..... [ ]
Video-tapes with written materials ..... [ ]
Written materials with other audio-visual materials ..... [ ]
Teleconferencing ..... [ ]
Satellite/cable television broadcast ..... [ ]
Written materials supplemented with group discussions with instructor at a central location ..... [ ]
Makes no difference ..... [ ]
Not sure ..... [ ]

Comments _____

_____

_____

7. How much total time would you be willing to devote to a basic library training program (preparation + class time + homework, etc.)?

Less than 2 hours per week [ ]
2 to 3 hours per week ..... [ ]
4 to 5 hours per week ..... [ ]
6 to 7 hours per week ..... [ ]
8 to 9 hours per week ..... [ ]
More than 10 hours per week [ ]

8. If a training program required you to meet with others at a central location, how often would you be willing to make that trip? (Check all applicable)

Once a week ..... [ ]
Once every two weeks ..... [ ]
Once a month ..... [ ]
Once every three months ..... [ ]
Not at all ..... [ ]

How long would you be willing to spend travelling to that location?
_____ (hours/minutes)

Thank you very much for your assistance!

Please use this last page for any additional comments you might have about this survey or about the Rural Library Training Project.

Rural Library Training Project
Survey of School Superintendents

1. As far as you know, are the people who run your school libraries paid or volunteers?

   All are paid ..... [ ]
   Some are paid ..... [ ]
   All are volunteers .... [ ]

2. If paid, is the salary tied to a standard grid (all staff with certain position/education paid the same?)

   Yes, all are ..... [ ]
   Yes, most are ..... [ ]
   No ..... [ ]

3. Are the individuals who run your school libraries required to have any formal library training?

   Yes ..... [ ] No ..... [ ]

4. If some or all of these individuals have formal training, what sort is it?

   All are certified teachers with university library courses ..... [ ]
   Some are certified teachers with university library courses ..... [ ]
   Some are certified teachers without university library courses .. [ ]
   All have library technician diplomas ..... [ ]
   Some have library technician diplomas ..... [ ]
   All have some other type of formal library training ..... [ ]
   Some have some other type of formal library training ..... [ ]
   If they have some other type of formal library training, please describe it:

   _____

   _____

5. Would you encourage your school library personnel to participate in a basic library training course, if they do not have formal training?

Yes ..... [ ] No ..... [ ]

If yes, how would you encourage him/her?

Paid to attend classes during working hours ... [ ]
Paid to attend classes outside working hours .. [ ]
Higher salary upon completion of program ..... [ ]
Pay for course fees ..... [ ]
Verbal or written encouragement ..... [ ]
Other (please specify)

_____

If no, why not? (Please explain)

_____

_____

6. If you were advising principals on hiring new librarians, would you suggest one who had library training over one who didn't (all other factors being equal)?

Yes ..... [ ] No ..... [ ]

7. If you were advising principals on hiring new librarians, would you suggest one who had library training over one who didn't, even if it meant paying the trained person more?

Yes ..... [ ] No ..... [ ]

Rural Library Training Project
Survey of Library Boards

1. Is the librarian in charge of your library paid or a volunteer?

Paid salary ..... [ ]
Paid honorarium ..... [ ]
Volunteer ..... [ ]

If paid, how is the salary or honorarium determined?

Tied to a civil service grid (all city employees with certain position/education paid the same?) ... [ ]
Salary set and reviewed by library board ..... [ ]
Honorarium set by library board ..... [ ]
Other (please specify)

_____

2. Does your librarian have any library training, as far as you know?

Yes ..... [ ] No ..... [ ]

If yes, what kind of training? _____

_____

3. Would you encourage your librarian to participate in a basic library training course?

Yes ..... [ ] No ..... [ ]

If yes, how would you encourage him/her?

Paid to attend classes during working hours ... [ ]
Paid to attend classes outside working hours .. [ ]
Higher salary upon completion of program ..... [ ]
Pay for course fees ..... [ ]
Verbal or written encouragement ..... [ ]
Other (please specify)

_____

If no, why not? (Please explain)

_____

_____

4. If you were hiring a new librarian, would you choose one who had library training over one who didn't, even if it meant paying the trained person more?

Yes ..... [ ] No ..... [ ]

5. If you were hiring a new librarian, would you choose one who had library training over one who didn't (all other factors being equal)?

Yes ..... [ ] No ..... [ ]

Rural Library Training Project
Survey of Further Education Councils

Your name _____ Phone _____

Council name _____

1. Are there available for use by possible students, the following pieces of equipment (please check all applicable; "building" means the place where the equipment is normally kept; "borrowed" means the equipment may be removed from the building).

	restricted to use in building	restricted to use by groups in building	may be borrowed by individuals	may be borrowed by groups
Videocassette Player				
Beta format	[ ]	[ ]	[ ]	[ ]
VHS format	[ ]	[ ]	[ ]	[ ]
3/4" format	[ ]	[ ]	[ ]	[ ]
Video-tape player				
Open reel 1/2"	[ ]	[ ]	[ ]	[ ]
Open reel 3/4"	[ ]	[ ]	[ ]	[ ]
Video-disc player	[ ]	[ ]	[ ]	[ ]
Audio-cassette player	[ ]	[ ]	[ ]	[ ]
Reel-reel tape recorder	[ ]	[ ]	[ ]	[ ]
35 mm slide projector	[ ]	[ ]	[ ]	[ ]
35 mm filmstrip projector	[ ]	[ ]	[ ]	[ ]
Overhead projector	[ ]	[ ]	[ ]	[ ]
Opaque projector	[ ]	[ ]	[ ]	[ ]
8mm filmloop projector	[ ]	[ ]	[ ]	[ ]
Super 8 film projector	[ ]	[ ]	[ ]	[ ]
16 mm film projector	[ ]	[ ]	[ ]	[ ]
Microcomputer	[ ]	[ ]	[ ]	[ ]

(Please specify type/s of microcomputers)

_____

For the most part, is this equipment available from:

Local college ..... [ ]
School system ..... [ ]
Government agencies (Recreation, Agriculture) .... [ ]
Clubs or churches ..... [ ]
Private individuals ..... [ ]
Other (please specify)

_____

2. Do you have available:

Conference rooms or classrooms ..... [ ]
Teleconference facilities ..... [ ]
CAI or CML (computerized) systems .... [ ] (Please describe)

_____

3. In terms of human resources, are there available in your area people to act as:

LPAs ..... [ ]
Teachers for library courses .. [ ] (please complete question 4)
Group discussion leaders ..... [ ] (please complete question 4)
Exam supervisors ..... [ ]
A.V. equipment operators ..... [ ]
Other (Please describe)

_____

_____

4. If you feel that there are possible teachers available for instructing in library courses, or for acting as group discussion leaders please briefly describe their qualifications (degrees, library position, experience, etc.)

_____

_____

_____

5. May we contact you for the names of the people identified above should we decide to use their expertise?

Yes ..... [ ] No ..... [ ]

Rural Library Training Project
Survey of Consortia and Colleges

Your name _____ Phone _____

College or Consortia Name _____

1. Are there available for use by possible students, the following pieces of equipment (please check all applicable; "building" means the place where the equipment is normally kept; "borrowed" means the equipment may be removed from the building).

	restricted to use in building	restricted to use by groups in building	may be borrowed by individuals	may be borrowed by groups
Videocassette Player				
Beta format	[ ]	[ ]	[ ]	[ ]
VHS format	[ ]	[ ]	[ ]	[ ]
3/4" format	[ ]	[ ]	[ ]	[ ]
Video-tape player				
Open reel 1/2"	[ ]	[ ]	[ ]	[ ]
Open reel 3/4"	[ ]	[ ]	[ ]	[ ]
Video-disc player	[ ]	[ ]	[ ]	[ ]
Audio-cassette player	[ ]	[ ]	[ ]	[ ]
Reel-reel tape recorder	[ ]	[ ]	[ ]	[ ]
35 mm slide projector	[ ]	[ ]	[ ]	[ ]
35 mm filmstrip projector	[ ]	[ ]	[ ]	[ ]
Overhead projector	[ ]	[ ]	[ ]	[ ]
Opaque projector	[ ]	[ ]	[ ]	[ ]
8mm filmloop projector	[ ]	[ ]	[ ]	[ ]
Super 8 film projector	[ ]	[ ]	[ ]	[ ]
16 mm film projector	[ ]	[ ]	[ ]	[ ]
Microcomputer	[ ]	[ ]	[ ]	[ ]

(Please specify type/s of microcomputers)

_____

For the most part, is this equipment available from:

Local college ..... [ ]
School system ..... [ ]
Government agencies (Recreation, Agriculture) .... [ ]
Clubs or churches ..... [ ]
Private individuals ..... [ ]
Other (please specify)

_____

2. Do you have available:

Conference rooms or classrooms ..... [ ]
Teleconference facilities ..... [ ]
CAI or CML (computerized) systems .... [ ] (Please describe)

_____

3. In terms of human resources, are there available in your area people to act as:

LPAs ..... [ ]
Teachers for library courses .. [ ] (please complete question 4)
Group discussion leaders ..... [ ] (please complete question 4)
Exam supervisors ..... [ ]
A.V. equipment operators ..... [ ]
Other (Please describe)

_____

_____

4. If you feel that there are possible teachers available for instructing in library courses, or for acting as group discussion leaders please briefly describe their qualifications (degrees, library position, experience, etc.)

_____

_____

_____

5. May we contact you for the names of the people identified above should we decide to use their expertise?

Yes ..... [ ] No ..... [ ]